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ABSTRACT

This document contains the social studies curriculum for elementary and secondary schools in Utah. The curriculum was designed with the Utah State Board of Education's maturity goals as a focus. These goals relate to maturity in eight areas--intellectual, ethical/moral, spiritual, emotional, social and physical, environmental, aesthetic, and productive (exemplified by continued involvement in creating, generating, and using ideas, goods, and services in ways which are individually and socially satisfying). Specific social studies skills which are stressed throughout the curriculum include socialization, decision making, values clarification, responsible citizenship, and acquisition and use of information and skills derived from the social science disciplines. Activities are organized by grade level around the following topics--Home, School, and Neighborhood (grades K-2), Comparative Communities and Environment (grade 3), Living in Groups (grade 4), Environment and Cultures (grades 5 and 6), Utah Studies (grade 7), United States History (grade 8), World Geography (grade 9), and United States Studies (grades 10-12). Within each grade level, activities are suggested within the social science disciplines (psychology, political science, economics, history, sociology, and anthropology) and within skill areas (geographic, thinking, and study). Relevant objectives are identified for each activity. Students are involved in a variety of activities, including discussing issues in class and keeping lists (elementary grades), keeping journals and writing research reports (junior high school), and describing and analyzing social science issues and illustrating images of major land forms (high school). An appendix containing flow charts of objectives and a statement of standards for staff concludes the document. (DB)

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A COURSE OF STUDY FOR

SOCIAL STUDIES IN UTAH

ELEMENTARY/SECONDARY

UTAH STATE OFFICE OF EDUCATION

Walter D. Talbot

State Superintendent of Public Instruction

SP 013 001

DIVISION OF CURRICULUM AND INSTRUCTION

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FOREWORD

Good teachers care about quality, the content and the form of the subject they teach, the content and form of their own lives. They care about quality in both these areas because they love people. It is this caring for subject matter and self that makes kids come to class. Teachers who care about quality care enough that their subject, their being, should be received with respect, and respect engenders respect.

The great challenge facing social studies and, indeed, all of education in the future is to teach our youth how to live with each other peacefully, compassionately, and above all charitably.

In order to achieve this goal it would seem that there are at least five important qualities upon which social studies should focus.

First, it should emphasize and amplify the dignity, worth, and uniqueness of each individual learner.

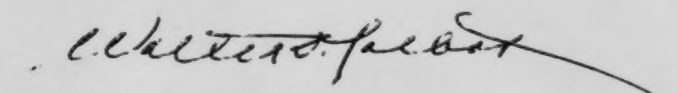
Second, it should help all learners to become aware of their own frame of reference and to understand and appreciate the perspective of others.

Third, it should make it possible for all young people to search continually for meaning which is relevant to their life.

Fourth, it should help each learner to develop carefully considered and deeply felt values, attitudes, and beliefs.

Fifth, it will need teachers who are humane and who can function with children and youth in a humane fashion.

This Course of Study for Social Studies will be useful to teachers, supervisors, and administrators in providing the five qualities of curriculum described above and in helping students achieve minimal competencies in social studies which will contribute to their becoming humane, caring, respected, well-qualified citizens of our state and country.



Walter D. Talbot,
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

Several sources of recently developed social studies curricula were used to assure that the course of study reflects the philosophical, professional, and practical direction of the state.

The 1978-79 Social Studies Baseline, published by the Dallas Independent School District, served as the general foundation for the content, scope and sequence, and objectives. Geographic Skills in the Social Studies, published by the Texas Education Agency in 1978, was used extensively in the "geographic skills" section. Another excellent resource was the curriculum materials developed as part of the Goal-Based Educational Management System (GEMS) in the Jordan School District. The curriculum materials developed by the Granite, Davis, and Salt Lake City School Districts were used comprehensively in this guide. Credit must also be given to the National Council for the Social Studies for their Standards for Social Studies Teachers, 1971, and Curriculum Guidelines and Needs Assessment, 1979, which were used extensively in the section on "Administrative Guidelines."

Gratitude is given to the thirty state social studies specialists who generously sent copies of their courses of study as well as to the Social Science Education Consortium in Colorado and the Education Commission of the States (National Assessment of Educational Progress), also in Colorado, for sharing their materials.

Appreciation is extended to the social studies workshop committees and consultants who developed the materials contained in this course of study. They functioned under the direction and supervision of Boone C. Colegrove, Specialist, Social Studies Education.

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Finally, appreciation is expressed to those members of the Utah State Office of Education who provided assistance in preparing the document.

AN OVERVIEW OF THE CURRICULUM FRAMEWORK

A comprehensive effort called Designing Education for the Future was conducted in the late sixties which involved students, educators, and patrons throughout the state in the identification of goals for education. A statement of goals growing out of this effort has been officially adopted by the State Course of Study Committee.

MATURITY GOALS

The goals emerging from this effort emphasize the maturing human being as the major focus of the educational endeavor. Eight maturity goals were established as open-ended continuums which are wide in scope and general in nature. By using these goals as the major focus, supporting goals and objectives have been developed that enable curriculum developers to relate their efforts directly to the life behaviors that contribute to each maturity and subsequently relate back to a specific maturity goal. The eight maturity goal statements are:

Intellectual maturity is exemplified by a continuing desire for understanding, a continuing interest in current problems, a continuing accumulation of knowledge, and an increasing ability to use one's rational powers.

Ethical-Moral-Spiritual maturity is exemplified by one's use of rational powers and of internalizing, valuing, and empathizing processes in satisfying oneself regarding life's purposes; in locating oneself in time and space; in revering life; in comprehending death; and in perceiving one's relationships to mankind and to the basic forces of the universe.

Emotional maturity is exemplified by increasing constructive management of one's emotions, of coping with stress and frustration, of accepting oneself, and of empathizing with others.

Social Maturity is exemplified by increasingly exercising freedom with its accruing responsibilities; demonstrating functional leadership and appropriate followership; interacting in the social environment for self-realization and/or an awareness of the needs and values of others; acting within the basic values, institutions, and process of American democracy; understanding world interdependence and how diverse cultures function.

Physical maturity is exemplified by one's continuing appreciation and respect for the mind and body by increasing neuromuscular development, by self-fulfilling experiences through physical activity, and by continuing positive responses toward the solution of problems arising from increased leisure and health needs.

Environmental maturity is exemplified by seeking constantly to understand one's natural environment through rational thinking processes; through demonstrating fundamental skills required in the use of material, equipment, and information gathered concerning the environment; through exhibiting an awareness of relationships that exist between human beings and the environment; and through performing acts in the environment that are relevant to one's own well being and to that of others.

Aesthetic maturity is exemplified by an increasing sensitivity in perceiving one's environment and acknowledging the human qualities of mankind; by a more satisfying use of one's senses in making aesthetic judgments; by more capably communicating aesthetic insights through the cultural arts; and through greater harmony within the individual.

Productive maturity is exemplified by continued involvement in creating, generating and using ideas, goods, and services which are beneficial to mankind and satisfying to the individual.

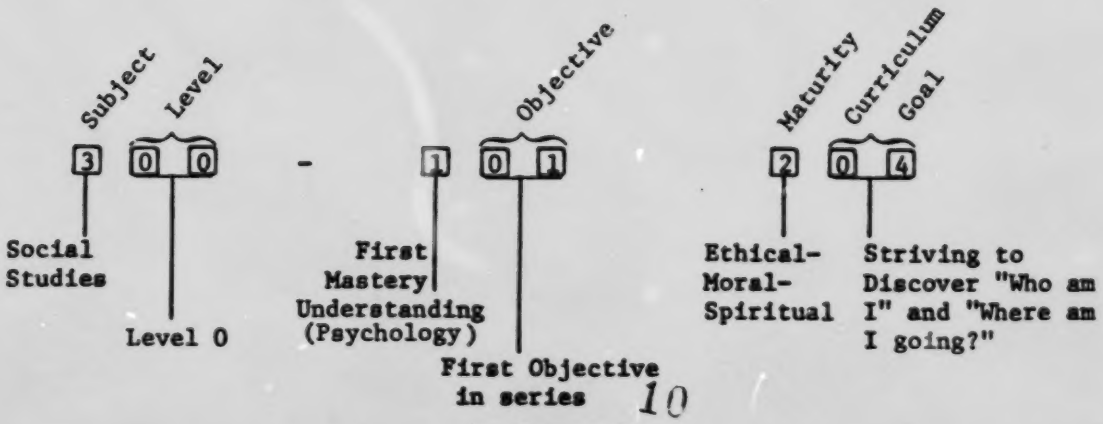
COURSE OF STUDY

All Courses of Study in subject areas are developed for Utah Schools with the Board's Maturity Goals as their focus. Each Course of Study document will include (1) a general subject or program philosophy, (2) subject goals and instructional objectives, and (3) administrative information pertinent to the subject. Supportive curriculum items relating to each instructional objective, such as suggested instructional strategies, related materials, assessment and record keeping strategies, will be developed in a separate document.

SIGNIFICANCE OF NUMBERS

All objectives developed under this effort will carry a six digit and a three digit number. The six digit number will be useful to the teacher in identifying the subject area, grade level, and strand of each instructional objective. The three digit numbers provide the State Education Agency a computerized system of keeping track of all subject area efforts in achieving the Eight Maturity Goals of the Board. Areas of emphasis, as well as potential areas of omissions, will be assessed and appropriate modifications made to include all of the objectives of the Maturity Goals in the total curriculum for Utah's Schools.

Example: Objective 300-101 (204)
300-101: The students will discuss ways that people look alike and ways they appear different. (204)



NUMBER CODE

SUBJECT AREAS – 1st digit in series

0 0 0 – 0 0 0 – Other
1 0 0 – 0 0 0 – Mathematics
2 0 0 – 0 0 0 – Science
3 0 0 – 0 0 0 – Social Studies
4 0 0 – 0 0 0 – Communications
5 0 0 – 0 0 0 – Music/Art
6 0 0 – 0 0 0 – Health/Phys. Ed.
7 0 0 – 0 0 0 – Driver/Safety Ed.
8 0 0 – 0 0 0 – Foreign Language
9 0 0 – 0 0 0 – Vocational/Career

LEVEL – 2nd & 3rd digits in series

0 0 0 – 0 0 0 – 0 ┐
0 0 1 – 0 0 0 – 1 │
0 0 2 – 0 0 0 – 2 │
0 0 3 – 0 0 0 – 3 │
0 0 4 – 0 0 0 – 4 │
0 0 5 – 0 0 0 – 5 │
0 0 6 – 0 0 0 – 6 │ Instructional
0 0 7 – 0 0 0 – 7 │ Sequence
0 0 8 – 0 0 0 – 8 │
0 0 9 – 0 0 0 – 9 │
0 1 0 – 0 0 0 – 10 │
0 1 1 – 0 0 0 – 11 │
0 1 2 – 0 0 0 – 12 ┘
0 1 3 – 0 0 0 – Primary
0 1 4 – 0 0 0 – Intermediate
0 1 5 – 0 0 0 – Middle School
0 1 6 – 0 0 0 – High School
0 1 7 – 0 0 0 – Beginning
0 1 8 – 0 0 0 – Intermediate
0 1 9 – 0 0 0 – Advanced

STRAND – 4th digit in series (Pages xvii xviii)

0 0 0 – 1 0 0 – Psychology Mastery Understandings
0 0 0 – 2 0 0 – Anthropology Mastery Understandings
0 0 0 – 3 0 0 – Sociology Mastery Understandings

OBJECTIVES – 5th & 6th digits in series

0 0 0 – 0 0 1 – First objective in stra
0 0 0 – 0 9 9 – Last objective in stran

MATURITY – 1st digit in parenthesis

0 0 0 – 0 0 0 (1 0 0) – Intellectual
0 0 0 – 0 0 0 (2 0 0) – Ethical-Mora Spiritual
0 0 0 – 0 0 0 (3 0 0) – Emotional
0 0 0 – 0 0 0 (4 0 0) – Social
0 0 0 – 0 0 0 (5 0 0) – Physical
0 0 0 – 0 0 0 (6 0 0) – Environmenta
0 0 0 – 0 0 0 (7 0 0) – Aesthetic
0 0 0 – 0 0 0 (8 0 0) – Productive

CURRICULUM GOALS – 2nd & 3rd digits in parenthesis

0 0 0 – 0 0 0 (0 0 1)
to
0 0 0 – 0 0 0 (0 1 8)

On page xi the curriculum goals for each of the eight maturities are listed and coded.

THE EIGHT MATURITIES AND RELATED CURRICULUM GOALS[1]

August 1977

1 INTELLECTUAL	2 ETHICAL-MORAL-SPIRITUAL	3 EMOTIONAL	4 SOCIAL	5 HEALTH AND PHYSICAL	6 ENVIRONMENTAL	7 AESTHETIC	8 PRODUCTIVE
01 Recognizing problems and issues.	01 Demonstrating a reverence for life.	01 Gaining acceptance by appropriate individuals and groups.	01 Interacting effectively in a group.	01 Supporting efforts to solve environmental health issues.	01 Observing and responding to beauty and orderliness.	01 Using the arts as a means of personal fulfillment.	01 Developing an appreciation of the dignity and importance of work.
02 Seeking and gathering data.	02 Respecting the dignity and worth of human beings	02 Enhancing a positive self-image.	02 Accepting responsibility for democratic social action.	02 Practicing preventive measures against the diseases of man.	02 Recognizing the necessity of balance in nature.	02 Recognizing that all art skills can be learned.	02 Striving to discover and develop one's own productive potential.
03 Analyzing and synthesizing data.	03 Respecting truth wherever found.	03 Understanding one's capabilities and limitations.	03 Supporting and strengthening the family as the basic social institution.	03 Achieving and maintaining a desirable level of physical fitness.	03 Acting with understanding of man's role in nature's balance.	03 Displaying a knowledge of a variety of art forms.	03 Planning for the future by establishing productive goals.
04 Formulating and testing assumptions.	04 Striving to discover "who am I" and "where am I going."	04 Perceiving life's realities - changing things one can and accepting things one cannot.	04 Respecting others in interpersonal relations.	04 Maintaining a desirable body weight.	04 Demonstrating a knowledge of the interrelatedness of technology, population density and pollution.	04 Mastering a variety of art skills usable throughout life.	04 Acquiring knowledge of a wide variety of work opportunities.
05 Choosing possible solutions or conclusions.	05 Living by a consistent personal and social code of ethics.	05 Permeating life with healthful emotions.	05 Committing oneself to group ideals and social regulations.	05 Practicing desirable body movement and posture.	05 Cooperating in the wise and multiple use of resources.	05 Seeing the relationships between nature and artistic expression.	05 Developing capabilities essential for selected work opportunities.
06 Evaluating results.	06 Respecting man's continual, and almost universal search for an understanding of a supreme power.	06 Gaining satisfaction from work.	06 Assuming effective leadership and followership roles.	06 Practicing principles of good nutrition.	06 Recognizing the worldwide problem for matching needs to production and distribution of resources.	06 Perceiving the aesthetic qualities of one's environment.	06 Recognizing, generally, that rewards are commensurate with the quality and amount of work performed.
07 Making suitable changes in attitude and behavior.		07 Accepting responsibility for one's decisions and actions.	07 Acting with understanding of worldwide human interdependence.	07 Mastering a variety of sports and recreational skills usable throughout life.		07 Including aesthetic experiences during leisure time.	07 Developing personal characteristics valued by employers or leaders.
08 Communicating freely and adequately points of view.		08 Seeking emotional release and rejuvenation through leisure activities.	08 Appreciating diverse national and international cultures.	08 Participating regularly in wholesome leisure pursuits		08 Exploring the arts as a means of understanding the cultures of the past and present.	08 Gaining knowledge of personal and family practices leading to economic independence and security.
09 Discriminating between fact and opinion, reason and emotion.		09 Understanding the role of emotions in human actions.	09 Utilizing one's environment intelligently.	09 Recognizing the health hazards of smoking.		09 Supporting the arts in society.	09 Contributing one's share for the operation of government and other appropriate service agencies.
10 Tolerating tentativeness of situations.		10 Achieving intellectual, emotional, physical, spiritual and social balance.	10 Utilizing educational and other institutions to improve the quality of life.	10 Recognizing the health hazards of the use and abuse of alcohol and other drugs.			10 Searching for and evaluating inventive ideas for potential career opportunities.
11 Recognizing and evaluating societal values.		11 Coping with the realities of life and death.	11 Developing and applying values consistent with the well-being of society.	11 Limiting the use of drugs to those prescribed.			
12 Respecting differing opinions.		12 Developing and displaying empathy.	12 Demonstrating loyalty to the United States.	12 Refraining from participation in or promotion of health and food fads.			
13 Setting and pursuing personal goals. (achieving)		13 Being open to new and varied experiences.	13 Cooperating in the interest of peace and welfare.	13 Seeking professional medical services on a regular basis.			
14 Understanding the life processes.			14 Striving to achieve a balance between social stability and social change.	14 Practicing safety continuously.			
15 Mastering a variety of basic skills usable throughout life.			15 Participating in wholesome male-female relationships.	15 Demonstrating the capabilities to handle emergency situations.			
			16 Preparing for one's potential role as a marriage partner and as a parent.	16 Adjusting adequately to the physiological changes throughout life.			
			17 Practicing desirable personal care and grooming.				
			18 Understanding the effects of technological developments on man, societies and the world.				

[1]The curriculum goals are derived from the adopted Goals and General Objectives for Utah Schools.

BEST COPY AVAILABLE

INTRODUCTION

Social Studies continues to increase in importance as society identifies additional needs and concerns with which it feels the schools should deal. To the social sciences (history, geography, sociology, psychology, anthropology, economics, political science, and philosophy) have been added law-related education, values education, responsible parenthood, career education, international education, multi-cultural education, free enterprise education, and nutrition which have "cross-discipline" significance. All of these subjects are important to a dynamic social studies curriculum.

Even when the curriculum is composed of high quality content, teachers must also have expertise in selecting and implementing appropriate instructional goals and objectives if they are to meet the varied needs of students. Since factual knowledge and/or social indoctrination alone do not necessarily translate into responsible citizenship, the social studies curriculum should provide meaningful situations which assist students to investigate personal identity, strengths, concerns, questions, and problems as well as those of society, utilizing appropriate social science concepts and research tools. Students need programs which enable them to confront existing problems and issues and to progress toward becoming mature individuals.

Other institutions of society share with the schools a powerful influence upon the civic education of students. However, social studies provides the only structured school or community focus for the preparation of citizens.

To facilitate growth toward maturity and responsible citizenship is one of the guiding purposes of this course of study. Although topics are indicated for each level, teachers should capitalize on opportunities to examine issues and provide other appropriate learning activities as occasions arise. The previous course of study, Focus On Man, is an excellent resource and should be utilized to enrich social studies experiences.

In conclusion, a timely statement from a student: "I hope that I get a good social studies class next year. I like a class which is alive with activity, where I am reacting instead of being told, and where it will prepare me to be an effective citizen. Class should be like life itself. I could be challenged to take more responsibility for learning. I could encounter real-life problems in social studies. Man, I would like a class like that."

PHILOSOPHY OF SOCIAL STUDIES IN UTAH

People are social beings who need wholesome human relationships and productive problem solving skills. Social studies helps to fulfill these needs and is the major area in the school's general education program which is concerned with the preparation of students in becoming responsible, rational, participating citizens in a pluralistic, democratic society and in a world which is becoming increasingly interdependent.

CITIZENSHIP EDUCATION

Development of the means whereby the essential processes, values, and capabilities which undergird that society can be perpetuated and improved is one of the major reasons for the existence of schools. This is the particular focus of social studies and is also one with which other disciplines can relate.

Finding and knowing one's self along with productive involvement in the concerns of society are emphasized in the social studies. These concerns will develop responsible, democratically-oriented citizens by confronting contemporary problems, issues, and possibilities for improvement. Therefore, students should be encouraged to develop inquiring minds rather than merely accepting and responding minds, analytical minds rather than merely passive and credulous minds, and should be given practice in bridging the gap between theory and reality.

INDIVIDUAL DIFFERENCES

Researchers in human development agree that individuals differ markedly in the way they learn, the speed at which they learn, and their motivation to learn. Social studies instruction should attempt to provide for individual learning styles and cultural differences of students. Students should be allowed to move ahead in the social studies at their own rates of learning. Some opportunities should be provided for free selection of topics within an area of study and a choice of learning activities. Students should become more responsible for their own learning. Many opportunities should be provided for them to become independent learners, to work to the best of their abilities, and to be seekers after truth.

VALUES EDUCATION

Social problems created by the knowledge explosion, coupled to our tremendous technological gains, need the help of values education for their solutions. In connection with this, it might be stated here that "the test of intelligence is not how much we know how to do, but how we behave when we don't know what to do." Social studies should increase "copeability" - the speed and economy with which a person can adapt to the continual and rapid change so typical of today's world.

J. Martin Klotche, in his book, For What Do We Educate, stated, "For on the one hand we are technically superb, but on the other, we are humanistically illiterate. We seem capable of any scientific miracle, but we are unable to fathom its moral consequences." Well-taught, interdisciplinary social studies can place man in command rather than subservient to the wonderful technology he is creating. This will include the emphasis on principles such as moral responsibility, devotion to truth, the brotherhood of man - all of which grows out of one which is basic to them all = recognition of the dignity and worth of the individual.

STATE REQUIREMENTS

The Utah State Legislature and Board of Education have set a number of standards which determine the curriculum of many disciplines taught in Utah's public schools. The following requirements, while having cross-dis cipline implications, should receive major emphasis in the social studies.

Legislated Requirements

A. Constitution of the United States.

Instruction shall be given in the Constitution of the United States (53-1-1).

B. Special Emphasis to Education for Citizenship

Persons employed to give instruction are to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the Constitution of the United States, and the Constitution of Utah, respect for parents and home, the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and will better prepare our youth for a richer, happier life. (53-14-10)

C. Essentials and Benefits of the Free Enterprise System

All public high schools are required to give instruction on the essential and benefits of the free enterprise system. (53-14-7.5)

State Board of Education Requirements

A. High School Graduation Requirements

Demonstrated Functional Competencies. Students shall have demonstrated functional competence in five basic skills, one of which: process and structure of democratic governance has special significance to the social studies.

B. Senior High School Program of Studies

1. Each student will complete two (2) units of social studies credit. (One unit must be in American History and Government.) Education for Parenthood taught in regular classes, special seminars, etc. may satisfy one-half unit and Economics may satisfy one-half unit.

2. Each high school must offer the following social studies subjects to students who desire to take them:

   a. World History
   b. America's Social and Economic Problems

C. Junior High/Middle School Program of Studies

1. Required Program of Studies

Local school districts will guarantee that students - - - according to their individual educational program chosen and capabilities - - - will be assured instruction in the area of Social Studies (including Utah and U.S. History).

2. Provision for Class Discussions and Student Interaction

Sufficient attendance shall be required in courses and programs to promote opportunity for students to receive the educational benefits of extensive class discussions and interaction with others. This shall be given particular attention in schools with provision for earning credit on a performance basis.

AN OVERVIEW OF THE COURSE OF STUDY AND KEY TO CODES

The goals and objectives listed in this course of study represent a basic program that would be considered minimal with a full-year's time allocated at each level from Level 0 through the American Studies course in high school. The objectives listed for the elective subjects at the tenth through twelfth levels may be taught on either a semester or full-year basis and represent a minimal program.

Citizenship education is aimed at contributing to students' knowledge and understanding of political institutions, developing more effective students, increasing their understanding of civic rights and obligations, and contributing toward their being responsible participants in civic affairs. Objectives relative to citizenship education have been listed at each level, and the teacher is encouraged to insure that they are included in their instruction.

The course of study is organized so that coded instructional objectives appear in the extreme left-hand column. The objective is printed below each mastery understanding or skill and coded with the maturity involved. Many objectives have additional coding after the maturity referring to horizontal curriculum strands as follows: (V)= Values Education, (C)= Career Education, (N)= Nutrition Education, (P)= Responsible Parenthood Education, and (I)= International Education. In the right-hand columns appear the goal emphasis (see Page xvi). The letter "B" under a goal signifies that the objective relates basically to that goal. The letter "S" signifies a supportive relationship.

In those levels suggesting the learning of the Pledge of Allegiance and National Anthem, students whose religious beliefs stress nonparticipation should have their right respected.

OVERVIEW OF RESOURCE FILE

The separate resource file cards printed and coded for each instructional objective will be available for each teacher, to accompany the Course of Study. The file will contain sample activities for many of the objectives so that teachers may use these in classroom instruction and build an actual file for the social studies program. Teachers are encouraged to use the activities provided and to add their own using the resource file card provided.

THE GOALS OF SOCIAL STUDIES EDUCATION

The primary purposes of social studies should include:

SOCIALIZATION, aimed at helping the individual become an effective member of social groups.

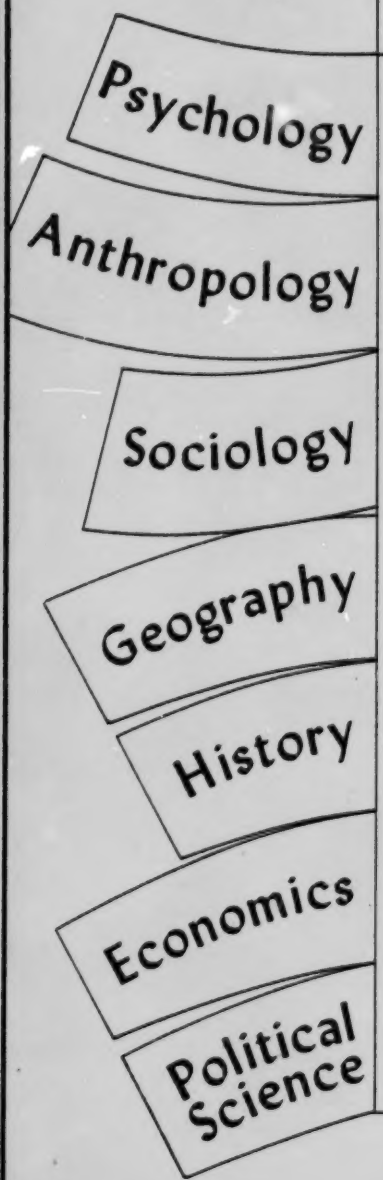
DECISION-MAKING PROCESSES, aimed at helping the individual make effective use of intellectual skills in reaching decisions about personal and social concerns.

VALUES AND VALUING, aimed at helping the individual identify, examine, formulate, and evaluate personal values, to enjoy self worth, individual and cultural similarities and differences, and to act in accord with societal values.

RESPONSIBLE CITIZENSHIP, aimed at helping the individual become a more concerned, knowledgeable, and participating citizen who uses more effectively the process of representative-democratic government.

SKILLS, KNOWLEDGE, AND UNDERSTANDING, aimed at helping the individual acquire and utilize information, map and globe skills, and work-study skills through the social science disciplines as they deal with personal and social concerns.

SOCIAL STUDIES PROGRAM:



Level Placement	0	1	2
Content	Home, School, Neighborhood	Home, School, Neighborhood	Community Relationships
MASTERY UNDERSTANDINGS	Each individual is unique and has worth and dignity.	Individuals are alike yet different.	Each individual has talents and strengths and it is possible for the individual to develop them.
	One's life style is influenced by culture and tradition.	Likenesses and differences exist among families.	Individuals are a product of their culture and acceptance of their culture enhances self-identity.
	Individuals live in groups and learn from one another.	The family is the basic source of most fundamental and necessary learning.	The personal developmen of individuals is affected by their socia environments.
	Individuals live in different environments.	Where people live influences how they live.	Geographic factors influence where and how people live and what they do.
	The individual's events, traditions, and customs have roots in the past.	Though change is constant, many things continue.	Because change is constant, life in any community differs from the past, but some traditions continue.
	The individual has unlimited wants but limited resources.	The consumer must decide which needs will be satisfied and which will be sacrificed.	In a work-oriented society, individuals perform tasks to provide goods and services for themselves and others.
	Rules are necessary to protect the individual.	Rules are necessary to govern the behavior of individuals within groups.	Groups establish rules which specify roles of authority and procedure for enforcing such rule

SCOPE AND SEQUENCE

3	4	5	6
Comparative Communities and Environments	Living in groups in Differing Environments	Environments and Cultures: The Western World	Environments and Cultures: The Eastern World
The feelings of individuals are reflected in their behavior.	There are ways in which an individual copes with feelings in order to deal with frustration.	How individuals behave toward each other is influenced by how other individuals behave toward them.	Individuals have control over and are responsible for their behavior.
Communities are comprised of different cultures which can enhance an understanding of self and others.	Present-day life styles are influenced by diverse cultural traditions and these learned behaviors are a means by which a culture continues and develops.	People identify and use resources in ways shaped by their culture.	Cultures within a society may have conflicts which often become the stimulus for social change.
The social environment is made up of many different groups.	Social behavior is learned through group interaction.	Social systems reflect and are shaped by the values of interacting groups.	Every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.
People utilize natural resources to meet their basic needs and these resources must be protected and conserved.	The geographical features of places within Utah and other areas of the world vary and contribute to their distinctiveness.	The geographical features of places within the western hemisphere vary and contribute to their distinctiveness.	The geographical features of places within the eastern hemisphere vary and contribute to their distinctiveness.
Change in communities is often the result of technological advancement which is often evident in methods of transportation and urbanization.	The development of Utah's communities is somewhat different from that of other states.	The western hemisphere's historical past influences the present.	The eastern hemisphere's historical past influences the present.
Specialization increases productivity and leads to increased interdependence among individuals and communities.	Economic systems provide for the production and distribution of goods and services.	Patterns of buying and selling relate to economic choices and ultimately to available resources.	The many uses of economic resources and decisions regarding their production are related to social values.
The purpose of government is to protect and serve the needs of citizens.	Every society has established some formal system for social control.	Democratic forms of government include roles of authority.	The way in which leaders are chosen varies according to the political system.

SOCIAL STUDIES PROGRAM

Level Placement	7	8
Content	Utah Studies	United States History
MASTERY UNDERSTANDINGS		
Psychology	The satisfaction of needs is a strong motivating force in determining individual behavior.	An individual's alternatives for solving problems may produce conflict, but the choice made, orders priorities.
Inthropology	Changes occur when formerly distinct cultures come together, thus resulting in acculturation.	The American heritage reflects many diverse cultures.
Sociology	The behavior of individuals is influenced by the social system of which they are a part.	Life style and social behavior are a result of cultural traditions.
Geography	The high, dry plateau of the Great Basin had a strong influence on the culture which emerged in Utah.	Although physical conditions influence the lives of people, the people themselves have the ability to modify their environment to suit their own needs and purposes.
History	The history of Utah represents its cultural heritage and the various people and cultures of all historical periods have made contributions to Utah.	The events and acts of early America reflected the beliefs and attitudes of the people of that period and provided roots for the subsequent development of the United States.
Economics	Economic decisions, whether by individuals or groups, can effect the total economy of Utah.	Economic decisions and experiences of the people of historical America influenced the development of the nation.
Political Science	Utah's government, though unique in some respects, parallels the governments in other states.	Our democratic government was established to provide for the general welfare and to protect the rights of individual citizens.

SCOPE AND SEQUENCE

9	10-12	10-12
World Geography and General Social Studies	U.S. Studies	Advanced Placement European History
There are various ways to resolve inner conflicts and people resolve inner conflicts in different ways.	A technological society is complex and is characterized by rapid and dynamic changes and the adjustment of individuals requires constant refinement and coping skills.	Advanced Placement U.S. History
Every society, however primitive, has formed its own system of beliefs, knowledge, values, traditions, and skills that can be called its culture.	Society must continuously evaluate and modify its culture in order to adjust to changing conditions.	Anthropology
Modifications within a social system reflect the changing needs and values of groups within a society.	In order to meet individual and group concerns, societies organize themselves into subgroups that in time may be institutionalized.	Economics/Free Enterprise
Choices made by people in adapting to their environment depend on economic resources, levels of technology, geographic features, and the like.	A nation's development is influenced by adaptation to its geographic location and use of its natural resources.	Law-Related Education
Cultures and civilizations of the past have contributed to and are reflected in contemporary societies of the world.	Different factors contribute to changes in contemporary society and the effects of these changes are felt by the people within the society.	Model United Nations
Increased production and specialization have made the people of the world interdependent.	Varying economic pressures have been determining factors in the utilization of American resources in the free enterprise system.	Psychology
Systems of government vary according to decisions, policies, and laws of a given society.	Citizenship requires understanding the processes and structure of democratic governance.	Sociology
		U.S. Government
		U.S. Problems
		World Cultures

INSTRUCTIONAL OBJECTIVES

LEVEL 0 (ON SET LEVEL)

CONTENT - HOME, SCHOOL, NEIGHBORHOOD

A study of SELF and SELF'S relationship in each individual's family, school and neighborhood; awareness of the observance of special days and holidays.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	PSYCHOLOGY					
	I. Each individual is unique and has worth and dignity.					
300-101	The students will discuss ways that people look alike and ways they appear different. (204) (V)	B	S	S		
300-102	The students will explain how every individual has dignity and worth and is special in some way. (202)(V)			B	S	S
	ANTHROPOLOGY					
	II. One's life style is influenced by culture and tradition.					
300-201	The students will dicuss the values, traditions, and customs they have learned from their families. (403)(P,V)			S	S	B
300-202	The students will compare their way of life with that of children of another culture. (408) (I)	S	S			B
	SOCIOLOGY					
	III. Individuals live in groups and learn from one another.					
300-301	The students will categorize the grouping of people through similarities and differences. (408) (V)	S		S		B
300-302	The students will discuss what they have learned from others. (401)	B	S		S	
300-303	The students will list the different kinds of groups to which they belong. (404)	S		S		B
	GEOGRAPHY					
	IV. Individuals live in different environments.					
300-401	The students will describe and compare different homes, schools, and neighborhoods. (103) (V)		S	S		B

B= Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
300-402	The students will discuss ways people adapt clothing and activities to changing climatic conditions. (105)		B		S	S
	HISTORY					
	V. The individual's events, traditions, and customs have roots in the past.					
300-501	The students will discuss how special events are celebrated through various national holidays. (408)(V)	S		B	S	
300-502	The students will discuss ways that various cultures celebrate their own holidays. (408) (V)	S		B	S	
300-503	The students will discuss their personal histories - past and present and formulate future goals. (204)(V)		S	S	B	
	ECONOMICS					
	VI. The individual has unlimited wants but limited resources.					
300-601	The students will list common basic resources. (808)(P)		B		S	S
300-602	The students will identify at least one reason why people work. (806)(C)(V)		B	S	S	
300-603	The students will explain why all of the wants of individuals are never satisfied. (605)(V)		B	S	S	
300-604	The students will discuss why parents choose many types of jobs and how their choice effects how the family lives. (806)(P,V)	S	S	B		
300-605	The students will identify the occupations of the school staff and evaluate their duties. (804)(C)	S	S			B
	POLITICAL SCIENCE					
	VII. Rules are necessary to protect the individual.					
300-701	The students will formulate classroom rules with other class members. (402)	S	S			B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
300-702	The students will explain why rules are important. (402)(V)	S		B	S	
300-703	The students will explain why authority is important. (402)(V)	S		B	S	
300-704	The students will discuss their individual rights and responsibilities. (406)(P,V)			B	S	S
300-705	The students will follow established rules and accept responsibility for their own behavior as appropriate to students at the zero level. (401)(V)	S		S	B	S
300-706	The students will discuss how rules help in protecting peoples' rights. (401)(V)	S		B	S	
300-707	The students will recite the Pledge of Allegiance. (412)(V)			S	B	S
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.					
	Geographic Skills					
300-801	The students will identify the globe as a model of the earth. (103)	S	S			B
300-802	The students will place the cardinal directions on the correct walls of the classroom. (104)	S	S			B
300-803	The students will use a globe to learn that there is more water than land on earth. (103)		S			B
300-804	The students will identify symbols used in the environment such as signs in the neighborhood and school. (102)	S			S	B
300-805	The students will discuss the concepts of summer, fall, winter, and spring. (104)	S	S			B
300-806	The students will define the terms day and night. (104)					B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	Social Skills					
300-825	The students will share materials, equipment, and friends. (404)(P,V)	B	S	S		
300-826	The students will discuss alternative group behavioral actions through role playing. (115)(P,V)	S	B	S		
300-827	The students will make a choice independently without infringing on others. (112)(P,V)	S	B	S		
300-828	The students will take turns in a discussion and listen respectfully to the ideas of others. (404)(P,V)	S	B	S		
	Thinking Skills					
300-850	The students will participate in a group dialogue experience. (115)(P,V)	S	B	S		
300-851	The students will participate in a group role-playing experience. (115)(P,V)	S	B	S		
300-852	The students will formulate a variety of ideas. (115)(P,V)	S	B	S		
300-853	The students will ask questions and discuss responses made by others. (313)(P,V)	S	B	S		
300-854	The students will identify their personal preferences which relate to their own experiences. (113)(P,V)	S	B	S		
	Study Skills					
300-875	The students will follow simple directions (115)(P,V)	S		S		B
300-876	The students will listen attentively to short oral and/or visual presentations. (115)(P,V)	S		S		B
300-877	The students will explain causes and effects of helpful and harmful group behavior. (405)(P,V)	B		S		S

LEVEL 1

CONTENT - HOME, SCHOOL, NEIGHBORHOOD

Continued study of SELF in relation to the roles and rules of group living; the interdependence of individuals and groups in different cultures and environments.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	PSYCHOLOGY					
	I. Individuals are alike yet different.					
301-101	The students will list the ways that people look alike and ways they appear different. (204)(V)	S		S		B
301-102	The students will explain that each person is unique and has his/her own identity and worth. (202)(V)	S	S	B		
	ANTHROPOLOGY					
	II. Likenesses and differences exist among families.					
301-201	The students will describe likenesses and differences that exist among families. (403)(P,V)	S		B		S
301-202	The students will discuss how families provide the basic needs of love, food, shelter, clothing, companionship, learning, and protection to its members. (403)(P,V)	B		S		S
301-203	The students will define and illustrate families as people who live together, share responsibility, and care about the well being of each other. (403)(P,V)	B		S		S
	SOCIOLOGY					
	III. The family is the basic source of most fundamental and necessary learning.					
301-301	The students will identify a variety of ways and reasons that each family member depends upon other family members. (405)(P,V)	B		S		S
301-302	The students will identify values learned from the family. (205)(P,V)	S	S	B		
301-303	The students will cite examples of how the individual learns skills from the family and how the family learns from the individual. (808)(P,V)	B	S	S		
301-304	The students will describe the contributions of various groups to society. (415)(I,V)	S	B	S		

B= Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	GEOGRAPHY					
	IV. Where people live influences how they live.					
301-401	The students will discuss how specific areas on the earth are characterized by their geographic features, climatic conditions, and natural resources. (602)	S				B
301-402	The students will explain how differences in available resources and climatic conditions influence the way people live. (603)(I,V)			S		B
301-403	The students will discuss how the effects of geographic factors of an area influence the culture of specific locations. (408)(I,V)		S	S		B
	HISTORY					
	V. Though change is constant, many things continue.					
301-501	The students will identify changes that occur naturally and changes that occur as a result of human interaction. (418)(V)		S	S		B
301-502	The students will explain how change affects peoples' lives in different ways. (414)(V)		S	S		B
301-503	The students will describe the chronological order of their immediate families. (403)(P,V)	S		S		B
	ECONOMICS					
	VI. The consumer must decide which needs will be satisfied and which will be sacrificed.					
301-601	The students will explain that they must give up something for each satisfied want (opportunity cost). (606)(P,V)	S		S		B
301-602	The students will explain that different goods and services represent different wages and levels of compensation. (410)(C,V,P)	S		S		B
301-603	The students will discuss ways the family helps to satisfy the needs of its members. (403)(P,V)	B		S	S	
301-604	The students will consider and discuss the kinds of careers they might prefer and how they will affect the way they live. (804)(C,V,P)	S	B	S		

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
301-605	The students will discuss skills needed for familiar jobs. (305)(C,V,P)		S	S	B	
	POLITICAL SCIENCE					
	VII. Rules are necessary to govern the behavior of individuals within groups.					
301-701	The students will explain how rules help in maintaining order in groups. (401)(V)			S	B	S
301-702	The students will discuss how rules within a group reflect the values of that group. (402)(V)			B	S	S
301-703	The students will formulate classroom rules with other class members. (402)(V)		B	S	S	
301-704	The students will verbalize the reasons for authority and rules. (405)(V)			S	S	B
301-705	The students will discuss how laws promote fair treatment for all. (111)(V)			S	S	B
301-706	The students will describe why their cooperation in complying with the rules facilitates the proper functioning of the classroom. (401)(V)	S		S	B	
301-707	The students will recite the Pledge of Allegiance. (412)(V)			S	B	S
301-708	The students will sing the first verse of the Star Spangled Banner. (412)(V)			S	B	S
301-709	The students will explain the origin of the United States flag. (412)(V)			S	B	S
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.					
	Geographic Skills					
301-801	The students will use small objects to represent large ones. (103)		S			B

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
301-802	The students will explain that symbols represent real things. (801)					B	
301-803	The students will define the earth as a round ball. (103)		S			B	
301-804	The students will use a globe to point out approximate locations of places discussed. (103)		S			B	
301-805	The students will locate north and south on a globe, identify water and land areas on maps and globes, and locate their city and state on a map. (103)					B	
301-806	The students will identify that north is toward the North Pole and south is toward the South Pole. (103)					B	
301-807	The students will explain the meaning of their address. (103)					B	
301-808	The students will use approximate distances between familiar places, such as number of blocks from home to school, to describe distances. (103)					B	
301-809	The students will label the names of the days in order, find special dates on the calendar, and distinguish certain physical characteristics with specific months and seasons. (103)					B	
301-810	The students will construct a simple, large-scale map of the classroom. (103)	S				B	
301-811	The students will explain simple picture maps. (103)	S				B	
	Social Skills						
301-825	The students will express their own feelings and physical needs. (204)(P,V)	S	B	S			
301-826	The students will show empathy for the feelings of others. (404) (V,P)	S	B	S			
301-827	The students will participate in a group discussion. (401)(P,V)	S	B	S			

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
301-828	The students will interact with their peers in the classroom and on the playground. (401)(P,V)	B	S	S		
301-829	The students will identify the kinds of behavior that cause problems in group situations. (301) (P,V)	S	B	S		
301-830	The students will describe acts of honesty, morality, and good citizenship they have observed in their classmates, teachers, and other adults. (205)(V,P)		S	S	B	
	Thinking Skills					
301-850	The students will participate in dialogues, role playing, and writing a group experience chart. (401)(P,V)	S	B	S		
301-851	The students will ask questions and generate ideas appropriate to grade level. (104)(P,V)	S	B	S		
301-852	The students will select alternatives in terms of their preferences and experiences. (105)(P,V)	S	B	S		
301-853	The students will identify a logical sequence for their tasks. (103)(P,V)	S	B	S		
	Study Skills					
301-875	The students will state similarities and differences in information given them. (102)(P,V)		S	S		B
301-876	The students will predict one simple conclusion to a story or situation. (106)(P)		S			B
301-877	The students will reconstruct facts from a story or a report. (103)(P,V)		S	S		B
301-878	The students will locate appropriate social studies materials in the classroom library and school media center. (115)(P)		S			B
301-879	The students will use the table of contents in a social studies book. (115)(P)					B

LEVEL 2

CONTENT - COMMUNITY RELATIONSHIPS

A study of the specialization of producers and consumers of goods and services, and their interdependence and contributions to community life in different environments; use and care of natural resources.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	PSYCHOLOGY					
	I. Each individual has talents and strengths and it is possible for the individual to develop them.					
302-101	The students will list individual talents of self and others. (202)(P,V)	S		S		B
302-102	The students will identify the contributions of different people in society. (408)(P,V)	S		S		B
302-103	The students will express individual aspirations. (113)(P,V)	S	S	B		
302-104	The students will discuss how individuals develop their talents in different ways. (803)(V)		S	S		B
	ANTHROPOLOGY					
	II. Individuals are a product of their culture and acceptance of their culture enhances self-identity.					
302-201	The students will isolate likenesses and differences in a variety of environments as among class members, families, communities, and cultures. (411)(I,V)	S	B	S		
302-202	The students will explain that physical characteristics are inherited and specific cultural traits are acquired. (304)(V)	S		S		B
302-203	The students will describe and illustrate contributions of different cultures which are evident in every community. (408)(I,V)	S		S		B
302-204	The students will explain how cultural contributions are made in different ways. (111)(I)	S	S			B
	SOCIOLOGY					
	III. The personal development of individuals is affected by their social environments.					
302-301	The students will describe learnings they received from other people in the community. (203)(I,V)	B	S	S		

B= Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
302-302	The students will discuss the many social functions and institutions provided by their community. (405)(V)	S		S		B
302-303	The students will investigate their own patterns of behavior and those of other children and explain how children learn their basic behavior from the people within the groups of which they are members. (401)(I,V)	S	S	B		
302-304	The students will list the benefits of participating in community activities. (401)(V)	S		B		S
302-305	The students will list various ways of receiving and expressing love. (305, 309)(P,V)	S	S	B		
302-306	The students will define honesty. (205)(V)		B	S	S	
	GEOGRAPHY					
	IV. Geographic factors influence where and how people live and what they do.					
302-401	The students will discuss the ways that geographic features of different communities vary, i.e. rivers, climate, terrain, etc. (102)		S			B
302-402	The students will explain how and why population varies from one area to another because of geographical differences. (603)(I)		S			B
302-403	The students will explain how geographic features affect life-styles. (603)(I,V)			S		B
	HISTORY					
	V. Because change is constant, life in any community differs from the past, but some traditions continue.					
302-501	The students will identify the important historical sites in their community. (102)(V)		S	S		B
302-502	The students will outline the history of their community. (103)	S				B
302-503	The students will list many different factors which influence change. (109)(V)	S		S		B

		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	ECONOMICS					
	VI. In a work oriented society, individuals perform tasks to provide goods and services for themselves and others.					
302-601	The students will list and discuss jobs of people in the community who produce goods. (804)(C,P)	S				B
302-602	The students will list and discuss jobs of people in the community who produce services. (804)(C,P)	S				B
302-603	The students will identify some of the skills and requirements needed for identified community jobs. (803)(C,P)		S			B
302-604	The students will evaluate goods and services produced in the community and consider choices that must be made in paying for and using them. (105)(V,P)		S	B		
302-605	The students will describe the relationship between the supply of goods, the demand for goods, and their value. (803)(V)		S	S		B
	POLITICAL SCIENCE					
	VII. Groups establish rules which specify roles of authority and procedures for enforcing such rules.					
302-701	The students will formulate class rules with other class members. (402)(V,P)	S		S	B	
302-702	The students will discuss roles which help in establishing order within the community. (405)(V)	S		S	B	
302-703	The students will verbalize how authority affects them. (304)(V)	S		S	B	
302-704	The students will define the difference between power and authority. (103)(V)			S	S	B
302-705	The students will list individual responsibilities that relate to them in the home, school, and community. (205)(P)	S			S	B
302-706	The students will explain how the acceptance of individual responsibilities will result in an increase in the degree of fairness and freedom in the community and in the classroom. (411)(P,V)	S		S	B	
302-707	The students will recite the Pledge of Allegiance. (115)(V)			S	B	S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
302-708	The students will sing the Star Spangled Banner. (115)(V)			S	B	S
302-709	The students will explain the symbolism of the United States flag. (111)(V)			S	B	S
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES					
	Geographic Skills					
302-801	The students will identify oceans and continents on a map or globe. (102)		S			B
302-802	The students will compare the size of the United States and/or Utah on various maps and globes. (103)		B			S
302-803	The students will compare an area's size and shape as shown on a wall map to the way they are shown on a globe. (103)		B			S
302-804	The students will designate north, south, east, and west. (102)		B			S
302-805	The students will define the equator as a great circle dividing the earth into two hemispheres. (103)					B
302-806	The students will locate the northern and southern hemispheres on a map or globe. (102)		B			S
302-807	The students will distinguish between up and down and north and south. (103)		B			S
302-808	The students will locate the equator, Tropics, circles, and Poles on a globe. (102)		S			B
302-809	The students will locate their own country and continent on a globe. (102)		S			B
302-810	The students will locate places as being north or south of the equator. (102)		B			S
302-811	The students will chart distances by blocks from the school to nearby sites and take a walking field trip to check them. (106)		B		S	S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
302-812	The students will use simple linear measures to compute distances on a map. (102)		S			B
302-813	The students will interpret simple legends, such as symbols, in mapping an area of the community. (103)		S			B
302-814	The students will formulate their own symbols in mapping an area of the community. (115)(V)		B	S		
302-815	The students will tell time by the clock. (115)		S			B
302-816	The students will explain that the earth turns and causes day and night. (103)		S			B
302-817	The students will identify the directions of sunrise and sunset. (103)		S			B
302-818	The students will define clockwise and counterclockwise. (103)		S			B
302-819	The students will identify and locate important sites of the community on an area map. (103)(V)		B	S		S
	Social Skills					
302-825	The students will discuss and interact in a controlled, cooperative manner in the classroom and on the playground. (406)(P)	B	S		S	
302-826	The students will explain how, through group participation, they develop citizenship. (411)(V,P)	S	S	S	B	
	Thinking Skills					
302-850	The students will write about their physical and emotional needs. (115)(V,P)	S	B	S		
302-851	The students will explain how conflict may occur when opinions differ. (108)(V,P)	S	B	S		S
302-852	The students will participate in group writings of charts, diaries, letters, etc. (115)(P,V)	S	B	S		
302-853	The students will participate in group role playing and dialogues. (115)(P,V)	S	B	S		

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
302-854	The students will ask questions regarding the cause and effect of events appropriate to their interest level. (109)(P,V)	S	B	S			
302-855	The students will discuss events in the past and present. (115)(P,V)	S		S		B	
302-856	The students will identify classroom problems and discuss possible alternative solutions. (105)(P,V)	S		S		B	
	Study Skills						
302-875	The students will give personal data, make comparisons, and discuss conclusions related to social studies. (109)(P)		S			B	
302-876	The students will define, restate, compare, interpret, and evaluate information related to social studies. (106)(P)		S			B	
302-877	The students will locate and use social studies materials in the classroom library. (103)(P)	S				B	
302-878	The students will check social studies materials in and out of the media center. (103)(P)	S				B	
302-879	The students will use the titles of books as a guide to their contents. (103)(P)		S			B	
302-880	The students will use illustrations as a source of data. (102)(P).		S			B	

LEVEL 3

CONTENT - COMPARATIVE COMMUNITIES AND ENVIRONMENT

A study of community organization, institutions and change; the ways people adapt to their environment; a study of the earth, its size, shape, land masses, climate, directions, and its relation to the universe

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
	PSYCHOLOGY						
	I. The feelings of individuals are reflected in their behavior.						
303-101	The students will conclude that everyone has feelings and expresses emotions. (309)(P,V)	S	S	B			
303-102	The students will identify the role of individuals in the city and in rural areas. (411)(V)	S		S	B		
	ANTHROPOLOGY						
	II. Communities are comprised of different cultures which can enhance an understanding of self and others.						
303-201	The students will explain "community" in terms of interaction, mutual influence, and location. (401)(V)	S		S	B		
301-202	The students will explain how people of different cultures make up a community and the contributions they make. (408)(I,V)	S		B	S		
303-203	The students will analyze themselves and other cultures to determine how communities in a variety of cultures adapt to environments, and how individuals within a community may change their cultural traits. (408)(I,V)		S	B	S		
	SOCIOLOGY						
	III. The social environment is made up of many different groups.						
303-301	The students will discuss ways that the individual learns social behavior from the family. (403)(P,V)	B	S	S			
303-302	The students will explain how groups teach the individual the social behavior of a culture. (111)(I,V)	B	S	S			
303-303	The students will cite examples of groups interacting to shape the values of a social culture. (111)(V)		B	S	S		

B= Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
303-304	The students will explain how roles and values affect the cultural and physical environment of different family groups and their own family groups. (403)(V,P)	S	B	S		
303-305	The students will describe the contributions of women to society. (202)(V)	S	B	S		
	GEOGRAPHY					
	IV. People utilize natural resources to meet their basic needs and these resources must be protected and conserved.					
303-401	The students will locate and describe different environments in which groups live. (409)(I)	S				B
303-402	The students will discuss how groups utilize the environment to secure their basic needs. (409)(I)	S				B
303-403	The students will explain how groups in communities modify the environment to utilize the resources and increase the supply of resources. (409)(I)		S			B
303-404	The students will formulate a plan to utilize resources within the community while preserving and protecting the environment for continued use. (605)(I)	S	S			B
303-405	The students will explain the reasons for the location of cities. (103)		S			B
	HISTORY					
	V. Change in communities is often the result of technological advancement which is often evident in methods of transportation and urbanization.					
303-501	The students will explain how an invention influences change in human society. (418)(V)	S		B		S
303-502	The students will compare the rate of change between industrial and agricultural societies. (604)(V)	S		S		B
303-503	The students will identify on a map of the United States the original areas inhabited by at least five Indian tribes and five pioneer settlements. (102)(I)	S				B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	ECONOMICS					
	VI. Specialization increases productivity and leads to increased interdependence among individuals and communities.					
303-601	The students will explain that specialization increases productivity. (604)(V)			S	S	B
303-602	The students will give reasons that the need for interdependence among people increases as the population grows. (407)(I,V)	S		S	B	
303-603	The students will identify the benefits to workers and the public when workers give an "honest day's work for an honest day's pay." (806)(C,V,P)	S		S	B	
303-604	The students will identify jobs in both urban and rural settings and compare how they are alike and different. (804)(C,V,P)	S	S	B		
303-605	The students will identify reasons why men and women work. (801)(C,V,P)	S	S	B		
303-606	The students will explain where food comes from, where it is made ready for human use, where sold, prepared, and served. (505)(N)	S	S			B
	POLITICAL SCIENCE					
	VII. The purpose of government is to protect and serve the needs of citizens.					
303-701	The students will list ways that governments resolve conflicts and make easier the interaction among people. (413)(V)	S		S	B	
303-702	The students will discuss ways that a group or society determines how it will be governed. (411)(V)	S		S	B	
303-703	The students will describe the responsibilities that individuals share in making a community a good place to live. (307)(P,V)	S		S	B	
303-704	The students will formulate class rules with other class members. (405)(P,V)	S		S	B	
303-705	The students will discuss the meaning of laws, how they are established, and how they relate to individuals, families, and communities. (405)(P,V)	S		S	B	S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
303-706	The students will discuss how positions of power and authority can be misused. (311)(V,P)		S	B	S	
303-707	The students will verbalize that with rules and laws, there is an increase in the degree of fairness and freedom in a culture. (111)(V)		S	B	S	
303-708	The students will explain the meaning of the Pledge of Allegiance. (412)(V)		S	S	B	
303-709	The students will tell the story of how the Star Spangled Banner was written by Francis Scott Key. (412)(V)	S		S	B	
303-710	The students will describe the proper care of the flag. (412)(V)	S		S	B	
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.					
	Geographic skills					
303-801	The students will identify land and water types by their shapes such as islands, bays, isthmuses, lakes, and peninsulas. (102)		S			B
303-802	The students will locate places in relation to oceans and continents. (102)		S			B
303-803	The students will explain the need for a grid system and locate places on a map, using a simple grid. (103)		S			B
303-804	The students will locate the eastern and western hemispheres, the prime meridian, and the 180th meridian. (102)		S			B
303-805	The students will define the terms used in measuring land. (108)		S			B
303-806	The students will define sea level, elevation, and and altitude. (108)		S			B
303-807	The students will use scales and legends on maps. (102)		S			B
303-808	The students will identify names for landscape features in the community and use symbols for them on simple maps. (102)		B			S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
303-809	The students will explain that color is used mostly on physical maps to show elevation. (108)		S			B
303-810	The students will verbally describe coastlines and locate them on maps. (102)		S			B
303-811	The students will explain the differences between people-drawn boundaries and natural boundaries (those which follow natural features, such as mountains or rivers). (102)		S			B
303-812	The students will explain that the earth turns counter-clockwise from west to east. (102)		S			B
303-813	The students will identify the planets in order of distance from the sun. (102)					B
303-814	The students will explain what causes tides. (102)					B
303-815	The students will describe the community in which they live by drawing pictures or making simple maps. (103)		S		B	S
303-816	The students will map businesses, industries, and/or schools in the community. (102)				S	B
303-817	The students will distinguish between towns, cities, states, countries, and continents verbally and by using maps. (102)		S			B
303-818	Using North as a reference, the students will identify on a map or globe the directional terms - left, right, north, south, east, and west. (102)					B
	Social Skills					
303-825	The students will participate in large and small group discussions. (108)(P)	B	S			S
303-826	The students will outline their responsibilities in the classroom, school, and playground. (402)(P,V)	S	B	S		
303-827	The students will evaluate the responsibility related to an individual decision. (402)(P,V)	S	B	S		
303-828	The students will explain how their behavior and freedom are affected and limited by others. (404)(P,V)	S		S	B	

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
303-829	The students will explain how participating in and contributing to the group develops citizenship. (402) (P,V)	S		S	B	
303-830	The students will describe acts of honesty, morality, and good citizenship they have observed in their class mates, teachers, and other adults. (205)(V,P)		S	S	B	
	Thinking Skills					
303-850	The students will write about their own experiences and formulate conclusions and solutions to problems. (105) (P,V)	S	B	S		
303-851	The students will participate in a variety of group activities and create stories, letters, diaries, etc. which demonstrate thinking skills. (115)(P,V)	S	B	S		
303-852	The students will describe their physical and emotional needs. (303)(P,V)	S	B	S		
303-853	The students will describe how their opinions differ from one another. (112)(V,P)	S	B	S		
303-854	The students will identify the purpose for an interview and list the facts from an interview. (115)(P,V)	S	B	S		
303-855	The students will list major events in sequential order. (102)(P,V)	S	B	S		
303-856	The students will formulate ideas on a specific problem and identify the most appropriate decision or solution. (105)(P,V)	S	B	S		
	Study Skills					
303-875	The students will distinguish between fact and fiction books and select according to their needs. (109)(P)		S			B
303-876	The students will list the main events of a story. (103)(P)		S			B
303-877	The students will, given a situation, predict possible events. (105)(P)		S			B
303-878	The students will classify words in categories. (103) (P)		S			B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
303-879	The students will locate and use social studies materials in the classroom and school media center. (102)(P)		S			B
303-880	The students will use a simple index to locate specific information. (102)(P)		S			B
303-881	The students will use section and paragraph headings to locate the content. (102)(P)		S			B

LEVEL 4

CONTENT - LIVING IN GROUPS IN DIFFERING ENVIRONMENTS

A study of people and their ability to use past experiences to improve their way of life; the relationship of people with their environment to determine values, desires and technological advancement; the effect of people's past inheritance (particularly in Utah) on their cultures.

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
	PSYCHOLOGY						
	I. There are ways in which an individual copes with feelings in order to deal with frustrations.						
304-101	The students will explain frustration as a result of people's needs not being satisfied. (303)(V)	S	S	B			
304-102	The students will identify different coping mechanisms used as alternatives in dealing with frustration. (303)(V)	S	S	B			
	ANTHROPOLOGY						
	II. Present-day life-styles are influenced by diverse cultural traditions and these learned behaviors are a means by which a culture continues and develops.						
304-201	The students will list the basic needs of all people. (310)(I,V)	S		S		B	
304-202	The students will compare and contrast the ways that people in Utah and around the world satisfy their basic needs. (407)(I,V)		B	S		S	
304-203	The students will list and compare the different customs of people in Utah and around the world. (408)(I,V)		S	S		B	
304-204	The students will explain that in an interdependent world, ideas do not remain in isolation, but spread rapidly from culture to culture and from nation to nation. (407)(I,V)	S	S	B			
	SOCIOLOGY						
	III. Social Behavior is learned through group interaction.						
304-301	The students will describe ways members of a group interact. (401)(V)	B		S	S		

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
304-302	The students will discuss the roles of group leaders and their degree of authority within the group. (406)	S	S		B	
304-303	The students will write about situations demonstrating their feelings of the need to be honest with their peers, teachers, and family members. (205)(V,P)	S		B	S	
	GEOGRAPHY					
	IV. <u>The geographical features of places within Utah and other areas of the world vary and contribute to their distinctiveness</u>.					
304-401	The students will describe the land areas of Utah (Basin and Range Province, Colorado Plateau, and Rocky Mountains) and the physical features of the desert, mountains, lakes, and rivers and compare them to other regions of the world. (102)		S			B
304-402	The students will describe the industries in Utah (transportation, communication, mining, manufacturing, construction, ranching, farming, and dairying) and compare them to other industries throughout the world. (103)		S			B
304-403	The students will locate on a map of Utah its major scenic attractions. (601)(V)		S	S		B
304-404	The students will identify the various plants and animals native to Utah and compare them with others found around the world. (602)		S			B
	HISTORY					
	V. <u>The development of Utah's communities is somewhat different from that of other states</u>.					
304-501	The students will discuss the contributions made to Utah's History by the following groups of people: a. American Indians b. Explorers c. Traders and trappers d. Mormons e. Other Immigrants (301)(I,V)		B	S		S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
304-502	The students will explain how knowledge of the past events enables us to better understand the present. (101)(V)		B	S		S
304-503	The students will evaluate their cultural heritage, especially material culture, i.e., homes, buildings, journals, manuscripts, photography, etc. in their community and state. (601)(I,V)		S	B	S	
	ECONOMIC					
	VI. Economic systems provide for the production and distribution of goods and services.					
304-601	The students will discuss that all people want goods and services, but all wants are never satisfied (scarcity and demand). (806)(P,V)	S	S	B		
304-602	The students will define production and producer. (105)	S	S			B
304-603	The students will describe and contrast the common economy, traditional economy, market economy, and mixed economy. (803)(V)		S	S		B
304-604	The students will describe their role as a consumer. (808)(C,V,P)		B	S		
304-605	The students will define distribution as a process of making goods and services available. (101)(V)		S	S		B
304-606	The students will define the free enterprise system as one in which individuals in their varying capacities as consumers, producers, workers, savers, and investors register their freely made decisions. In other words, the people make the basic decisions on what will be produced, how it shall be produced, and who will get it. (606)(P)					B
304-607	The students will cite examples of the interrelationship of food, water, other natural resources, economics and history. (506)(N)	S			S	B
	POLITICAL SCIENCE					
	VII. Every society has established some formal system for social control.					

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
304-701	The students will formulate rules of the classroom with other class members. (104)(V,P)	S	S	S	B	
304-702	The students will discuss law making in the state of Utah. (102)(V)	S		S	B	S
304-703	The students will explain the citizens' responsibilities to uphold the laws of the state. (307)(P,V)	S		S	B	
304-704	The students will explain that authority and laws are not always consistent. (405)(V)	S		B	S	
304-705	The students will identify some norms of behavior that are made stronger by laws. (111)(V)		S	S		B
304-706	The students will explain how to settle conflicts between individuals and groups. (109)(P,V)		S	S		B
304-707	The students will contrast societies that have different forms of social control and different roles of authority. (411)(V)		S	S		B
304-708	The students will describe their feelings about the Pledge of Allegiance, Star Spangled Banner, and the flag. (412)(V)		S	B	S	
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.					
	Geographic Skills					
304-801	The students will use parallels and meridians, latitude and longitude to determine direction and location. (105)		S			B
304-802	The students will use various maps, such as the Utah highway map and atlas maps , to locate places studied. (102)		S			B
304-803	The students will locate on a map of Utah the counties and county seats. (102)		S			B
304-804	The students will locate on a map of Utah the major physical features. (102)		S			B

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
304-805	The students will add mileage on a highway map to get distance. (102)		S			B	
304-806	The students will identify information presented on a circle, bar, or line graph. (106)		S			B	
304-807	The students will use legends to find capital cities and distinguish them from other cities. (103)	B				S	
304-808	The students will identify simple abbreviations on maps (115)					B	
304-809	The students will use two different types of maps to get information about the same area. (104)					B	
304-810	The students will identify different types of boundary lines such as county, state, national, and international. (103)		S			B	
304-811	The students will compare aerial photographs of an area with maps and pictures of the same area. (102)		B			S	
304-812	The students will describe the earth's motion around the sun, both rotation and revolution. (115)					B	
304-813	The students will describe the inclination (or tilt) of the earth's axis. (115)					B	
304-814	The students will explain that maps are made for many reasons and that different maps give different information. (103)		S			B	
304-815	The students will describe the resources of Utah and regions of the world by using resource maps. (102)					B	
304-816	The students will identify some of the causes of climate in Utah. (106)		S			B	
	Social Skills						
304-825	The students will identify their physical and emotional needs in interaction with others. (305)(V,P)	S	B	S			

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
304-826	The students will describe their strengths and weaknesses, interests, and talents so that they can make realistic progress and choices. (303)(V,P)	S	B	S		
304-827	The students will identify socially acceptable alternatives for dealing with conflicts. (304)(V,P)	S	B	S		
304-828	The students will explain the functions of leadership and followership in large and small groups. (406)(V,P)	S	B	S		
304-829	The students will explain their responsibility for individual decisions. (307)(V,P)	S	B	S		
	Thinking Skills					
304-850	The students will participate in group activities (role playing, dialogues, and writing). (401)(P,V)	S	B	S		
304-851	The students will formulate ideas on a subject or problem and evaluate to determine which is the best. (106)(P,V)	S	B	S		
304-852	The students will formulate trial and error approaches to problem solving. (104)(P,V)	S	B	S		
	Study Skills					
304-875	The students will locate materials in the school media center. (115)(P)		S			B
304-876	The students will use indexes, glossaries, and headings to find information in more than one source about social studies topics. (115)(P)		S			B
304-877	The students will formulate a conclusion from a series of historical events. (105)(V,P)		S	S		B
304-878	The students will rephrase information read from reference sources. (115)(V,P)		S	S		B
304-879	The students will summarize general information from resource material. (103)(V,P)		S	S		B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
304-880	The students will read two biographical selections and compare the people described. (103)(P)		S			B
304-881	The students will evaluate facts of a story or historical event. (115)(P)		S			B
304-882	The students will select the main idea in written social studies material. (115)(P)		S			B
304-883	Students will use primary sources (people, manuscripts, on-site investigations, journals, etc.) to have a more meaningful experience in studying state and local history. (102)(V,P)		S	B		S

LEVEL 5

CONTENT - ENVIRONMENTS AND CULTURES: THE WESTERN WORLD

A study of conglomerate cultures that make the United States and countries in the western hemisphere; the spiritual and philosophical needs that created a republic in the United States through the desire for a democratic form of government; creative contributions to fine arts, industrial arts and recreational arts.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	PSYCHOLOGY					
	I. How individuals behave toward each other is influenced by how other individuals behave toward them.					
305-101	The students will explain why self esteem is an important factor in an individual's behavior. (302)(V)	S	S	S		B
305-102	The students will show how peer group approval affects the individual's behavior because of the need to be accepted. (301)(V)	S	S	S		B
305-103	The students will explain how an individual's behavior is influenced by his/her culture and identify similarities of behavior through different cultures. (408)(I)	S	S			B
	ANTHROPOLOGY					
	II. People identify and use resources in ways shaped by their culture.					
305-201	The students will identify basic elements common to all cultures. (408)(I,V)		S	S		B
305-202	The students will explain how every person learns to be a part of a culture through socialization. (411)(I,V)	B	S	S		
305-203	The students will explain how many peoples' cultures have contributed to our country's heritage. (412)(I,V)		S	S		B
305-204	The students will identify the various cultures of the western hemisphere, their life-styles, and how they utilize their resources. (408)(I,V)	S		S		B
305-205	The students will identify the various eating customs of cultures in the western hemisphere. (506)(N)	S	S			B

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	SOCIOLOGY					
	III. Social systems reflect and are shaped by the values of interacting groups.					
305-301	The students will explain how a social system reflects the values and beliefs of the peoples' ancestors. (205)(V)	S	S	B		
305-302	The students will compare family life-styles among the different cultures in the western hemisphere. (403)(P)	S	B			S
305-303	The students will explain how interests, values, and traditions influence our social system. (111)(V)	S	S	B		
305-304	The students will describe the contributions of women to society. (415)(V)	S	B	S		
305-305	The students will discuss with other class members right and wrong actions according to universal standards as being morally acceptable or unacceptable. (205)(V)		S	B	S	
	GEOGRAPHY					
	IV. The geographical features of places within the western hemisphere vary and contribute to their distinctiveness.					
305-401	The students will compare the following regions of the United States with similar regions in the western hemisphere: forests, deserts, farming, ocean, manufacturing, trading, and political. (103)	S	B			S
305-402	The students will describe the advantages and disadvantages of the geographical location, natural features, and natural resources of Mexico, Central America, the West Indies, South America, and Canada. (604)	S	B			S
	HISTORY					
	V. The western hemisphere's historical past influences the present.					
305-501	The students will identify at least three explorers, their travel routes, and their contribution to the settlement of the new world. (103)(V)	S	S			B
305-502	The students will identify at least three of the founding fathers and two of their major contributions to the nation's history. (102)(V)		S	S		B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
305-503	The students will outline the founding and historical activities of the original thirteen colonies. (102)	S	S			B
305-504	The students will discuss the pre-revolutionary period of United States history and describe the disagreements between the colonies and Great Britain. (101)(V)	S		S		B
305-505	The students will identify three of the leaders of the Revolutionary War and list two of their major contributions. (102)(V)	S		S		B
305-506	The students will analyze the effects that the Constitution and Declaration of Independence can have on their lives. (103)(V)		S	B		S
305-507	The students will discuss the importance of the westward movement and describe three historical events related to this period. (102)(V)	S		S		B
305-508	The students will outline some of the major causes of the Civil War. (110)(V)		B	S		S
305-509	The students will compare and contrast differences among the Eskimos, the Plains Indians, the Incas, the Mayas, and the Aztecs. (603)(I,V)	S	S	B		
305-510	The students will describe the difficulties faced by New World explorers and colonists in Latin America. (101)	S	S			B
305-511	The students will discuss the meaning of freedom and the influence it had on France and Venezuela in the late 1700's and early 1800's. (103)(V,I)		S	S		B
305-512	The students will describe the difficulties Latin Americans overcame to win independence. (103)(I,V)		S	S		B
	ECONOMICS					
	VI. <u>Patterns of buying and selling relate to economic choices and ultimately to available resources</u>.					
305-601	The students will explain how the costs of production and distribution depend on the available resources and levels of technology. (604)	B				S
305-602	The students will explain that, in the long run, the price of a product is related to the level of technology (604)(P)	S				B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
305-603	The students will explain that prices which people are willing to pay for goods and services depend partly on their personal values. (410)(V,P)	S		B		S
305-604	The students will explain how an individual's skills can be utilized in many occupations. (807)(C,V)		S	S		B
305-605	The students will explain the reaction of price or a change in supply or demand. (604)	S	S			B
	POLITICAL SCIENCE					
	VII. Democratic forms of government include roles of authority.					
305-701	The students will formulate rules of the classroom with other class members. (401)(P,V)		S	S	B	
305-702	The students will explain the need for limiting freedom in a democratic society. (413)(V)			S	B	S
305-703	The students will explain how the democratic form of government gives authority to elected and appointed leaders to decide what is best for all and how the citizen can be involved in this process. (406)(V)			S	B	S
305-704	The students will describe the major functions of government at the national, state, and local levels. (405)(V)			S	B	S
305-705	The students will explain how members of society adapt their government to society's changing needs and values. (107)(V)			B	S	S
305-706	The students will discuss the roles of law and attitudes in achieving equality of opportunity. (410)(P,V)			S	B	S
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.					
	Geographic Skills					
305-801	The students will make sketch maps of places studied (102)		S			B

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
305-802	The students will identify on maps the major land forms, physical regions, major rivers, and mountain chains of the United States, Canada, and Latin America. (103)		S			B	
305-803	The students will differentiate upstream or downstream on a map and detect the source and mouth of a river. (103)					B	
305-804	The students will show how north can be other places on a map than at the top. (103)					B	
305-805	The students will use the terms low, middle, and high latitudes correctly, relating low latitudes to the equator and high latitudes to the polar regions. (103)		S			B	
305-806	The students will name and locate (a) all the countries of the Americas and their capitals, and (b) all the states of the United States and their capitals. (103)					B	
305-807	The students will read and analyze simple charts or graphs used in social studies. (103)					B	
305-808	The students will locate from reference material and reconstruct the following information in map form: routes of early explorers, the original thirteen colonies, territorial expansion, and trails. (103)		S			B	
305-809	The students will analyze simple political cartoons. (103)(V)	S	S	B			
305-810	The students will cite the uses of a variety of symbols on a map and globe. (103)		S			B	
305-811	The students will describe elevation by distinguishing colors on a relief map. (103)		S			B	
305-812	The students will explain through individual drawings the causes of the seasons. (103)		S			B	
305-813	The students will identify the best map for the problem to be solved. (105)		B			S	
305-814	The students will use maps to explain the geographic setting of historical and current events. (103)		B			S	

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
305-815	The students will compare map and text descriptions of an area to draw inferences from them. (105)		B			S	
305-816	The students will identify the effects of major rivers on settlements and the occupational activities of regions. (104)(V)		B	S		S	
	Social Skills						
305-825	The students will identify their feelings, and describe how their feelings affect others. (307)(P,V)	S	B	S			
305-826	The students will discuss alternatives for dealing with conflicts. (307)(P,V)	S	B	S			
305-827	The students will identify leadership and followership abilities. (406)(P,V)	S	B	S			
305-828	The students will identify their responsibilities in decision making. (402)(P,V)	S	B	S			
305-829	The students will describe behaviors that develop citizenship. (405)(P,V)	S	S		B		
305-830	The students will list various ways of receiving and expressing love. (305, 309)(P,V)	S	S		B		
	Thinking Skills						
305-850	The students will develop individually or in a group one or more of the following: newspapers, posters, poetry, bumper stickers, interviews, bulletin boards, stories, letter writing, diaries, dialogues, or songs. (401)(P)	S	B	S			
305-851	The students will give oral reports to the class. (108)(P)	S	B	S			
305-852	The students will select and discuss appropriate news items. (108)(P)	S	B	S			
305-853	The students will participate in a discussion in a logical manner. (109)(P)	S	B	S			
305-854	The students will plan, organize, and conduct interviews and surveys. (102)(P)	S	B	S			

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	Study Skills					
305-875	The students will fill out a simple, personal questionnaire. (102)(P)		S			B
305-876	The students will draw a conclusion about a historical event in order to formulate an idea for present and future events. (104)(V,P)		S	S		B
305-877	The students will write simple outlines. (115)(P)		S			B
305-878	The students will make generalizations from categorical information, e.g., similarities and differences. (106)(P)		S			B
305-879	The students will restate facts from materials read. (103)(P)		S			B
305-880	The students will place historical information in chronological order. (103)(P)		S			B
305-881	The students will state the main idea from materials read. (115)(P)		S			B
305-882	The students will use a simple table of contents, a glossary and an appendix. (115)(P)		S			B
305-883	The students will identify the title page and copyright date in reference materials. (115)(P)		S			B
305-884	The students will show possible ways they can organize their materials for research and study. (103)(P)		S			B
305-885	The students will outline plans of action to complete assignments and projects. (113)(P)		S			B

LEVEL 6

CONTENT - ENVIRONMENTS AND CULTURES: THE EASTERN WORLD

A study of various cultures since the dawn of civilization in the eastern hemisphere; interdependence of peoples to satisfy increasing needs of their technical societies; relationship of level of technology to the quality of life; conflicts that have solidified values within world-wide cultures.

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
	PSYCHOLOGY						
	I. Individuals have control over and are responsible for their behavior.						
306-101	The students will discuss how satisfaction of needs influences an individual's control over behavior. (107)(V)		S	B	S		
306-102	The students will explain how individuals are responsible for the choices they make. (307)(V)		S	B	S		
	ANTHROPOLOGY						
	II. Cultures within a society may have conflicts which often become the stimulus for social change.						
306-201	The students will explain why conflict sometimes occurs when different cultures come together. (408)(I,V)	S	S	B			
306-202	The students will describe the many different ways that conflict can be resolved. (413)(V)		B	S		S	
306-203	The students will cite examples of destructiveness to a society as a result of failure to resolve conflict. (413)(V)		S	B		S	
306-204	The students will identify the various eating customs of cultures in the eastern hemisphere. (506)(N)	S	S			B	
	SOCIOLOGY						
	III. Every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.						
306-301	The students will identify the system of roles, norms, values, and sanctions of at least three countries in the eastern hemisphere and compare and contrast them with those of the United States. (202)(I,V)	B	S	S			

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
306-302	The students will identify what people learn from groups with whom they interact. (401)(I,V)	B	S	S		
306-303	The students will identify ways that social systems reflect values of the people within a society. (411)(V)	B	S	S		
306-304	The students will analyze the pros and cons of honesty in the home, business, school, church, and government. (205)(V,P)		S	B	S	
	GEOGRAPHY					
	IV. <u>The geographic features of places within the eastern hemisphere vary and contribute to their distinctiveness</u>.					
306-401	The students will compare the following regions of the United States with similar regions in the eastern hemisphere: forests, deserts, farming, ocean, manufacturing, trading, and political. (104)	S	B		S	
306-402	The students will describe the geographical location, natural features, and natural resources of: Western Europe, The Soviet Union, Eastern Europe, Asia, Africa, the Far East, and the Middle East. (104)(V)		S	S		B
	HISTORY					
	V. <u>The eastern hemisphere's historical past influences the present</u>.					
306-501	The students will identify the ancient "cradles of civilization." (102)(I)		S			B
306-502	The students will evaluate the contributions to our modern cultures by one of the following ancient cultures: Egyptian, Greek, or Roman. (106)(I,V)		S	B		S
306-503	The students will evaluate the contributions of such Middle Age Cultures as the Christians and Moslems to our modern culture. (106)(V,I)		S	B		S
306-504	The students will compare three cultures from three different parts of the eastern world in terms of each of the following functions: (a) political, (b) arts, recreation, and music, (c) economic, (d) social and (e) nutritional. (111)(V,I)		S	B		S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	ECONOMICS					
	VI. The many uses of economic resources and decisions regarding their production are related to social values.					
306-601	The students will explain that different jobs require different preparations. (804)(C,V,P)		S	S		B
306-602	The students will identify economic trends which are worldwide. (606)(I)	S	S			B
306-603	The students will compare ways economic systems determine their products, the means of production, and the process of distribution to the consumer. (606)(V)		B	S		S
306-604	The students will explain the strengths of free enterprise systems and contrast them with other systems of the world. (410)(V,I)	S	S		B	
	POLITICAL SCIENCE					
	VII. The way in which leaders are chosen varies according to the political system.					
306-701	The students will formulate rules of the classroom with other class members. (402)(V,P)		S	S	B	
306-702	The students will evaluate and list ways that our government makes decisions and settles conflicts. (106)(V)		S	S	B	
306-703	The students will discuss ways that particular groups use political systems to represent and promote their interests. (414)(V)	B		S	S	
306-704	The students will evaluate the misuse of authority through a few specific incidents in history, i.e., Teapot Dome Scandal, Watergate, etc. (405)(V)		S	B	S	
306-705	The students will evaluate why people do and do not comply with the law. (106)(V)		S	S	B	
306-706	The students will describe our court systems and evaluate their effectiveness. (405)(V)		S	S		B
306-707	The students will describe the various ways leaders are elected or appointed in several eastern hemisphere countries. (102)(V,I)	S		S		B

SKILLS

THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.

Geographic Skills

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
306-801	The students will compare aerial photographs taken from space with a globe and will explain the horizon. (115)		B			S
306-802	The students will use the key of an appropriate map to determine the population size of key cities. (103)		B			S
306-803	The students will make sketch maps of places studied. (102)		S			B
306-804	The students will identify major land forms, physical regions, major rivers, and mountain ranges of Europe, Asia, Africa, The Middle East, and the Far East. (102)		S			B
306-805	The students will locate the countries and their capitals in the eastern hemisphere on a map. (102)					B
306-806	The students will measure and compare air, land, and water routes between places studied. (106)		S			B
306-807	The students will identify the approximate distance between major lines of latitude (1° of latitude = 70 miles) and longitude (1° of longitude = 70 miles at equator and 1° = 0 miles at the poles). (102)					B
306-808	The students will compare, on different maps, the various uses for the same kinds of symbols, such as lines and dots. (104)		B			S
306-809	The students will explain relief on a map or globe as it is shown by merged colors, shading, contours, and hachures. (103)		S			B
306-810	The students will decode maps through the use of map keys. (104)		B			S
306-811	The students will use various types of graphs to understand geographic data. (105)		S			B
306-812	The students will explain the division of the globe into 360°. (103)					B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
306-813	The students will explain leap year and the time involved in the earth's revolution. (103)					B
306-814	The students will explain what causes seasons. (103)					B
306-815	The students will compare trade and travel routes of areas studied. (103)		B			S
306-816	The students will explain how to use all parts of an Atlas. (115)					B
306-817	The students will identify characteristics and distortions of maps. (115)		S			B
	Social Skills					
306-825	The students will communicate their feelings, needs, and goals to others. (301)(V,P)	S	B	S		
306-826	The students will distinguish between personal values and factual information. (203)(V,P)	S	B	S		
306-827	The students will actively participate in group discussions. (115)(P,V)	S	B	S		
306-828	The students will list some of their responsibilities in decision making. (307)(P,V)	S	B	S		
306-829	The students will explain why individual decisions may or may not be accepted by others. (404)(V,P)	S	B	S		
306-830	The students will explain how their freedom is limited by the freedom of others. (411)(V,P)	S	B	S		
	Thinking Skills					
306-850	The students will outline possible outcomes of a given problem. (105)(V,P)	S	B	S		
306-851	The students will describe alternative answers to a given problem. (109)(V,P)	S	B	S		
306-852	The students will categorize items in a given list. (103)(V,P)	S	B	S		

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
306-853	The students will discuss cause and effect relationships. (307)(P,V)	S	B	S		
306-854	The students will use the interview method for gaining information. (115)(P,V)	S	B	S		
	Study Skills					
306-875	The students will state information on a written test or survey. (115)(P)		S			B
306-876	The students will read two opposing viewpoints on one topic and identify similarities and differences. (112)(P)					B
306-877	The students will rephrase information taken from reference materials. (115)(P)					B
306-878	The students will place historical information in chronological order. (102)(P)					B
306-879	The students will evaluate political cartoons. (106)(P)				S	B
306-880	The students will identify and use the index, glossary, table of contents, title page, and appendix to locate related information. (115)(P)					B
306-881	The students will distinguish between a dictionary, an encylopedia, and an atlas in terms of the type of information each contains. (115)(P)					B
306-882	The students will locate specific information in a newspaper. (115)(P)					B
306-883	The students will give an oral report from an outline. (115)(P)					B
306-884	The students will develop a logical sequence when completing tasks. (105)(P)					B
306-885	The students will formulate an effective, personal study plan. (307)(P)					B

LEVEL 7

CONTENT - UTAH STUDIES

A study of significant events, people, and issues that reflect the diversity of cultures and people who came together to eventually form a state - a state strengthened by the contributions of these diverse cultures; focus on historical and geographical factors with attention to the development of skills of research, organization, writing, reporting, and working in groups to promote individual learning.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	PSYCHOLOGY					
	I. <u>The satisfaction of needs is a strong motivating force in determining individual behavior.</u>					
307-101	The students will compare and contrast the variation of needs of the people who have lived and live in Utah. (103)(V)		B	S		S
	ANTHROPOLOGY					
	II. <u>Changes occur when formerly distinct cultures come together, thus resulting in acculturation.</u>					
307-201	The students will name, locate, and describe the life-styles of the three major Utah American Indian groups: seed gatherers, farmers, and hunters to include					
	a. Political and social structure b. Degree of technology c. Arts and crafts d. Religion (103)(I)	S	S			B
307-202	The students will name the major Indian tribes and evaluate the contributions made to Utah's development by the American Indian. (106)(V)		S	S		B
307-203	The students will describe the association of the American Indian with the early traders, trappers, and explorers, and compare this association to that of the present-day Indians of Utah. (408)(V)		S	S		B
307-204	The students will compare and contrast the life-styles among the different cultures in Utah. (408)(I,V)	S	B	S		
307-205	The students will analyze ways in which culture, tradition, and religion influence family and personal eating habits. (506)(P,N,V)	S		S		B

B= Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	SOCIOLOGY					
	III. The behavior of individuals is influenced by the social system of which they are a part.					
307-301	The students will identify the varying integral parts of a social system: economic and political. (103)(V)	B	S	S		
307-302	The students will explain that individuals are a product of their social system. (304)(V)	B	S	S		
307-303	The students will describe the contributions of women to Utah's development. (202)(V)	S	B	S		
307-304	The students will describe how each school district can and does determine to a great extent the nature, quality, and direction of its educational system. (410)(V)	S		S		B
	GEOGRAPHY					
	IV. The high, dry plateau of the Great Basin had a strong influence on the culture which emerged in Utah.					
307-401	The students will list the three physiographic provinces of Utah: Colorado Plateau, Rocky Mountains, and Great Basin; and locate them on the map. (102)		S			B
307-402	The students will locate on a map of Utah the following major rivers: Colorado, Green, Bear, San Juan, Virgin, Sevier, Provo, Weber, Jordan, and White. (102)		S			B
307-403	The students will locate on a map of Utah the following major mountain ranges: Wasatch, Uintah, Oquirrh, and Manti-LaSalle. (102)		S			B
307-404	The students will locate on a map of Utah the following major bodies of water: Great Salt Lake, Utah Lake, Bear Lake, Lake Powell, Fish Lake, Flaming Gorge, Sevier Lake (dry lake), and the Strawberry Reservoir. (102)		S			B
307-405	The students will describe the factors which combine to produce Utah's climate. (103)		S			B
307-406	The students will chart the major elevations of Utah: high peaks (over 8,000 ft.), upper mountains (6,500 ft.), lower mountains (5,000 ft.), foothills (4,000 ft.), grasslands and deserts (3,000 ft.), and water courses. They will also describe the typical vegetation found at each level. (103)		S			B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
307-407	The students will locate selected counties, cities, parks, and scenic wonders on a map of Utah. (102)		S			B
307-408	The students will label rainfall, resources, population, and forests on a map of Utah. (102)		S			B
307-409	The students will describe how the wants and needs of a people are fulfilled by the use of natural resources in any geographic location. (603)(V)		S	S		B
	HISTORY					
	V. <u>The history of Utah represents its cultural heritage and the various people and cultures of all historical periods have made contributions to Utah</u>.					
307-501	The students will evaluate the contributions of the early Spanish explorers to Utah (Escalante, Dominguez, Cardenas, Rivera, and Miera). (106)(V)		S	B		S
307-502	The students will analyze the contributions made to Utah's history by the mountain men (Jedediah Smith, Peter S. Ogden, Etienne Provost, William Ashley, Jim Bridger, Joseph R. Walker, and Antoine Robidoux). (103)(V)		S	B		S
307-503	The students will explain the purposes and contributions made by government explorers such as John C. Fremont, Gunnison, and Powell. (103)(V)		B	S		S
307-504	The students will evaluate the contributions of religious and ethnic groups to the development of the state. (203)(V)		S	B		S
307-505	The students will evaluate the contributions of military groups to the development of the state. (203)(V)		S	B		S
307-506	The students will evaluate the contributions of industry and mining to the development of the state. (203)(V)		S	B		S
307-507	The students will evaluate their cultural heritage, especially material culture, i.e., homes, buildings, journals, manuscripts, photography, etc. in their community and state. (601)(V)		S	B	S	

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	ECONOMICS					
	VI. Economic decisions, whether by individuals or groups, can effect the total economy of Utah.					
307-601	The students will describe the effects of Utah's geographic factors on economic decisions. (103)(P)	S	B			S
307-602	The students will describe the effects of Utah's political factors on economic decisions. (103)(P)	S	B			S
307-603	The students will describe the effects of Utah's technology on economic decisions. (418)(P)	S	B			S
307-604	The students will describe the manner in which population, taste, income, complements, and substitutes influence demand on such things as food habits. (506)(N,V)	S		S		B
	POLITICAL SCIENCE					
	VII. Utah's government, though unique in some respects, parallels the governments in other states.					
307-701	The students will describe the development, structure and services of local governments in Utah to include county and city governments. (103)		S		S	B
307-702	The students will describe the development, structure, and services of the state government to include the executive, legislative, and judicial branches. (103)		S		S	B
307-703	The students will describe the structure of the federal government as it relates to the state and local governments in Utah. (103)		S		S	B
307-704	The students will describe the major functions of government in Utah (regulatory, economic, and protective) and illustrate how an effective citizen can participate in government. (402)	S			B	S
307-705	The students will identify the major components of the Utah Constitution. (102)(V)			S	S	B
307-706	The students will analyze the workings and interrelationships of the major components of the Utah Constitution. (103)(V)			S	S	B
307-707	The students will identify problems and formulate possible solutions related to population growth in Utah. (604)	S	S		B	S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
307-708	The students will identify problems and formulate possible solutions related to water resources in Utah. (606)(V)			S	B	S
307-709	The students will identify problems and formulate possible solutions relating to the need to develop Utah's energy resources while protecting the environment. (603)(V)		S	S	S	B
307-710	The students will identify problems and formulate possible solutions relating to urban and rural development in Utah. (105)(V)		B	S	S	S
307-711	The students will identify problems and formulate possible solutions relating to social issues which exist in Utah. (105)(V)	S	B	S	S	
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES					
	Geographic Skills					
307-801	The students will identify a specific location on a map or globe from latitude and longitude designations. (102)		S			B
307-802	The students will compare distances on different types of maps and globes. (103)		S			B
307-803	The students will identify relief on a map or globe as it is shown by merged colors, shading, and contours. (102)		S			B
307-804	The students will design graphs to express geographic relationships. (103)		S			B
	Social Skills					
307-825	The students will describe their own social customs. (302)(V,P)		S	B	S	

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
307-826	The students will define their roles of leadership and followership as they pertain to specific problem situations. (406)(P,V)	S	B	S			
307-827	The students will communicate ideas, attitudes, and preferences in group discussions. (108)(V,P)	S	S	B			
307-828	The students will list various ways of receiving and expressing love. (305, 309)(V,P)	S	S	B			
307-829	The students will list at least five actions made by people that they feel are morally wrong, according to universal standards. (205)(V,P)	S	B	S			
	Thinking Skills						
307-850	The students will formulate ideas or arrange objects into categories according to related criteria or characteristics. (103)(V,P)	S	B	S			
307-851	The students will give directions and write or tell the procedure for doing a task to fellow students. (115)(V,P)	S	B	S			
307-852	The students will use analogies in speech and writing. (115)(V,P)	S	B	S			
307-853	The students will distinguish between relevant and irrelevant information in determining solutions to problems. (105)(V,P)	S	B	S			
307-854	The students will predict outcomes and analyze causal factors. (103)(V,P)	S	B	S			
307-855	The students will solve problems by: gathering information, listing information in a logical order, defining the problem, and listing possible solutions and alternatives. (105)(V,P)	S	B	S			
307-856	The students will make a logical conclusion through speaking and writing. (105)(V,P)	S	B	S			
	Study Skills						
307-875	The students will listen to and evaluate information. (103))V,P)		S	S		B	

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
307-876	The students will relate instructional and written materials to personal experiences. (103)(V,P)		S	S		B
307-877	The students will modify solutions and opinions based on additional information. (107)(P)		S			B
307-878	The students will use the appendix, introductions, prefaces, glossaries, table of contents, indexes, and guide words to locate social studies information from books. (102)(P)					B
307-879	The students will use encyclopedias and periodicals, including cross references , to find information for social studies projects or reports. (102)(P)					B
307-880	The students will plan and use a two-level outline. (103)(P)		S			B
307-881	The students will construct a timeline. (103)(R)		S			B
307-882	The students will develop and follow a daily and weekly plan of action. (103)(P)		S			B
307-883	The students will summarize lessons learned through notes. (115)(P)					B
307-884	The students will use primary sources and people's manuscripts, on-site investigations, journals, etc.) to have a more meaningful experience in studying state and local history. (102)(V,P)		S	B		S

LEVEL 8

CONTENT - U.S. HISTORY

A study of United States history from the early beginning through the period of the Civil War and reconstruction; emphasis on the establishment of the Republic; a unit of study dealing with the Constitution and the student's responsibility to the law; attention to multiple reading sources and to the depth of interpretation of the material.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	PSYCHOLOGY					
	I. An individual's alternatives for solving problems may produce conflict, but the choice made orders priorities.					
308-101	The students will describe the process of problem solving. (103)(P,V)		B	S	S	
308-102	The students will describe the impact of economic, social, and political factors on decision making during the period of the American Revolution. (418)(P,V)	B	S	S		
	ANTHROPOLOGY					
	II. The American heritage reflects many diverse cultures.					
308-201	The students will define culture as the way of life as practiced by a group of people and passed on to their children. (115)(P,V)	S		S		B
308-202	The students will discuss the effects of technology (transportation, food preparation method, fabricated foods, etc.) on food habits. (506)(V,N)	S	S	B		
	SOCIOLOGY					
	III. Life-style and social behavior are a result of cultural traditions.					
308-301	The students will identify the major contributions of religious and ethnic groups to the development of the country from the age of discovery to the Civil War. (408)(I)	B	S		S	
308-302	The students will describe the relationships between nations and cultures in a state of expansion, i.e., diffusion, assimilation, and acculturation. (407)(I,V)	B	S	S		S
308-303	The students will compare and contrast Northern and Southern life-styles of the United States in the colonial period. (303)(V)	S	B	S		

B=Basic
S=Supportive

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
308-304	The students will describe the contributions of women to American history. (202) (V)	S	B	S			
308-305	The students will explain the relationship food has to social situations. (506)(N)	B	S			S	
308-306	The students will analyze the contemporary problem of adequate and equitable finances of public education. (410)(V)	S	S	B			
308-307	The students will explain why controlling public education is primarily a function of each state. (410) (V)	S		S	B		
	GEOGRAPHY						
	IV. Although physical conditions influence the lives of people, the people themselves have the ability to modify their environment to suit their own needs and purposes.						
308-401	The students will explain that the fulfilling of needs is dictated by the natural resources available. (603)(V)		B	S	S		
308-402	The students will locate the great plains, major rivers and bodies of water, mountain ranges, the states and their capitals, bordering countries, and oceans of the United States using a variety of maps and the globe. (102)		S			B	
	HISTORY						
	V. The events and acts of early America reflected the beliefs and attitudes of the people of that period and provided roots for the subsequent development of the United States.						
308-501	The students will describe the changes in Europe in the 1400's which spurred the search for a water route to Asia. (105)(I ,V)		S	S		B	
308-502	The students will identify the major social, economic and political factors responsible for European exploration of North America. (102)(V)		S	S		B	

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
308-503	The students will describe the discoveries and analyze the contributions made by the European explorers from 1488-1622. (103)(V,I)	S	S	S		B
308-504	The students will evaluate the social, economic and political motivations influencing colonization of and immigration to America. (106)(V)		B	S		S
308-505	The students will analyze the nature, background, and development of colonial society. (103)(V)		B	S		S
308-506	The students will describe the origin of American ideals, the concepts of liberty, freedom, and the early events which set the stage for the Revolutionary War. (412)(V)		S	S		B
308-507	The students will analyze the beginnings and problems of the government of the United States (both foreign and domestic) from ratification of the Constitution to 1812. (103)(V)	B		S	S	S
308-508	The students will chart the early development of American foreign policy from the ratification of the Constitution to the War of 1812. (102)(I)	S			S	B
308-509	The students will explain what nationalism means and describe how it developed in the early 1800's. (115)(V)		S	S	B	
308-510	The students will appraise how nationalism of the early 1800's was reflected in the art and literature of the period. (708)(V)		B	S		S
308-511	The students will evaluate the causes and outcomes of the War of 1812. (106)(V)		S	B		S
308-512	The students discuss how westward expansion brought both progress and problems for the new nation. (101)(V)		S	S		B
308-513	The students will describe the social, political, and economic differences between the North and South. (101)(V)		S	S		B
308-514	The students will give a brief description of the Civil War and evaluate its effects on the nation. (106)(V)		S	S		B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
308-515	The students will describe the comparative political positions and actions of the various sections of the nation following the Civil War. (408)(V)		S	S		B
308-516	The students will reconstruct three historical events illustrating a moral dilemma and how they might have solved it had they been involved. (205)(V)		S	B	S	
	ECONOMICS					
	VI. Economic decisions and experiences of the people of historical America influenced the development of the nation.					
308-601	The students will describe the economic developments of the nation as a result of colonization, the American Revolution, and the Civil War. (106)(V)		S	S		B
308-602	The students will explain how the problems in the South during the Reconstruction Period were partly due to economic and/or political decisions. (414)(V)		S	B		S
	POLITICAL SCIENCE					
	VII. Our democratic government was established to provide for the general welfare and to protect the rights of individual citizens.					
308-701	The students will conclude that the principles expressed in the Declaration of Independence include equality, natural rights, and responsibility of government. (402)(V)	S	S	B		
308-702	The students will explain how the colonial traders' alienation of the Indians caused the Indians to join forces with the French in the struggle for supremecy in North America. (103)(V)	S	S	B		
308-703	The students will list and analyze reasons why the colonists revolted against the British. (103)(V)	B	S		S	
308-704	The students will list and analyze warfare methods used by the colonists as they fought the British. (103)	S	S			B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
308-705	The students will cite how the American social-political structure was changed as a result of the Revolutionary War. (103)					B
308-706	The students will identify the major components of the United States Constitution, i.e., Preamble, seven articles, and twenty-six amendments. (402)		S		S	B
308-707	The students will analyze the workings and interrelationships of the major components of the United States Constitution. (103)(V)		S	S	B	
308-708	The students will list and identify the basic rights defined in the Bill of Rights. (402)(V)		S	S	B	
308-709	The students will distinguish between rights and responsibilities in American society. (402)(V)		B	S	S	
308-710	The students will define the purpose and role of government in a constitutional republic. (103)(V)		S	S	B	
308-711	The students will describe the difficulties in the formation of the American central government and define the role of compromise in the formation. (103)(V)		S	S	B	
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES					
	Geographic Skills					
308-801	The students will be able to analyze graphs, charts, tables, diagrams, time lines, and cartoons. (103)		S			B
308-802	With the use of a map or globe, the students will identify home, city, state, and nation, land and water masses. (103)					B
308-803	The students will find specific locations, using city, state, and national maps and interpret their symbols. (103)					B
308-804	The students will use road atlases and road maps to plan a route to a given destination. (103)					B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
308-805	The students will compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events. (103)					B
308-806	The students will identify and locate on a map or globe the United States' major physical features.. (103)					B
	Social Skills					
308-825	The students will identify their own values and compare them to the predominant values of their cultural environment. (205)(V,P)	S	S	B		
308-826	The students will explain why values change in a society. (304)(V,P)	S	S	B		
308-827	The students will evaluate the predominant values within their cultural environment. (205)(V,P)	S	S	B		
308-828	The students will accept responsibility for both individual and group action. (303)(P,V)	S	B	S		
308-829	The students will explain how to delegate and accept roles given to them in group work. (401)(P,V)	S	B	S		
308-830	The students will identify and evaluate their goals and capabilities. (113) (P,V)	S	B	S		
308-831	The students will develop a definition of effective parenting and explain the relationship of decision making to effective parenting. (416)(P,V)	B	S	S		
	Thinking Skills					
308-850	The students will state or write expected outcomes when discussing solutions to a problem. (115)(P,V)	S	B	S		
308-851	The students will analyze when additional information is needed before a decision can be made. (103)(P,V)	S	B	S		
308-852	The students will list a sequence of events prior to making a prediction. (102)(P,V)	S	B	S		
308-853	The students will read and identify different points of view. (112) (P,V)	S	B	S		

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
308-854	The students will list the steps of the decision-making process. (103)(P,V)	S	B	S		
308-855	The students will use analogies in speech and writing in determining solutions to problems. (104) (P,V)	S	B	S		
308-856	The students will solve problems by: gathering information, listing information in a logical order, defining the problem, and listing possible solutions and alternatives. (105)(P,V)	S	B	S		
	Study Skills					
308-875	The students will list the major environmental conditions or constraints affecting the human community. (603)	S				B
308-876	The students will explain how written ideas relate to topics and how these ideas can be analyzed and synthesized. (103)(P,V)			S		B
308-877	The students will use newspapers, pamphlets, magazines, encyclopedias, atlases, etc., as sources of information. (115)(P,V)					B
308-878	The students will develop an appropriate bibliography. (115)(P)					B
308-879	The students will use the Reader's Guide and card catalog to locate written information of a given topic. (103)(P,V)					B
308-880	The students will compile information from various sources (media center, notes, television, radio, interviews, etc.). (103)(P)					B

LEVEL 9

CONTENT - WORLD GEOGRAPHY

Includes the study of the interaction of people and their environment in space and time with emphasis on current developments around the world which affect physical and cultural settings.

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
	PSYCHOLOGY						
	I. There are various ways to resolve inner conflicts and people resolve inner conflicts in different ways.						
309-101	The students will describe territorial changes as a result of resolving conflict. (413)	S	B			S	
309-102	The students will identify the various ways people resolve conflicts. (413)(P,V)	S	B			S	
	ANTHROPOLOGY						
	II. Every society, however primitive, has formed its own system of beliefs, knowledge, values, traditions and skills that can be called its culture.						
309-201	The students will define the meaning of culture. (408)(I,V)	B		S		S	
309-202	The students will identify beliefs, values, skills, and traditions as an integral part of a culture. (408)(I,V)	S	S	B			
309-203	The students will evaluate and relate the contributions of the culture of countries studied to their own lives. (408)(V)	S	S	B			
	SOCIOLOGY						
	III. Modifications within a social system reflect the changing needs and values of groups within a society.						
309-301	The students will relate the geographic influences to the social patterns of a people. (407)(I,V)	B	S	S			
309-302	The students will list the changing needs and values of groups that are the result of: (a) cultural changes, (b) economic changes, and (c) political changes. (408)(I,V)	B	S	S			
309-303	The students will describe the contributions of women in the various cultures studied. (415)(V)	S	B	S			
309-304	The students will analyze the nutritional implications of disease, including: anemia, coronary heart disease, diabetes, myelitis, dental decay and other current health problems. (506)(N,V)	S		S		B	

B=Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	GEOGRAPHY					
	IV. Choices made by people in adapting to their environment depend on economic resources, levels of technology, geographic features, and the like.					
309-401	The students will describe how the impact of economic resources (land, labor, and capital) influences the adaptation of people to their environment. (605)(V)	S		S		B
309-402	The students will compare food customs of various cultural and ethnic groups. (506)(N)	S	B			S
309-403	The students will describe the effects of malnutrition on the population of developing countries and their implications to world health problems. (506)(N,V)	S	S	B		
	HISTORY					
	V. Cultures and civilizations of the past have contributed to and are reflected in contemporary societies of the world.					
309-501	The students will describe the periods of great change in past cultures and civilizations. (407)(I,V)	S		S		B
309-502	The students will show how past civiliations' technological contributions have contributed to contemporary societies. (604)(I,V)	S		S		B
309-503	The students will identify the various contributions of the cultures of America, Europe, Asia, Africa, the Middle East, Australia, New Zealand, and the Pacific Islands and their effects on life-styles, e.g., traditions, customs, language, population, religion, and government. (408)(I,V)	S		S		B
	ECONOMICS					
	VI. Increased production and specialization have made the people of the world interdependent.					
309-601	The students will describe the economic problem of scarcity. (806)(V)		B	S		S
309-602	The students will explain the interdependence of people of the world which makes exchange and trade efficient and advantageous. (407)(I,V)		S	S		B
309-603	The students will explain how society can conserve natural resources. (605)(V)			S	S	B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
309-604	The students will identify food guides such as the Index of Nutritional Quality, from other countries. (506)(N)	S				B
	POLITICAL SCIENCE					
	VII. Systems of government vary according to decisions, policies, and laws of a given society.					
309-701	The students will analyze the impact of geographical features on national identity. (103)(V)			S	S	B
309-702	The students will explain that beliefs and traditions of people reflect their national identity. (205)(V,I)	S		S	B	
309-703	The students will explain the political ideologies of the following systems of government and explain why our form of government is superior: (a) Socialism, (b) Communism, (c) Fascism, (d) Democratic-representative. (412)(I,V)	S		S	B	
	SKILLS					
	THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.					
	Geographic Skills					
309-801	The students will identify the major types of map projections. (103)					B
309-802	The students will make a map properly oriented as to direction. (103)					B
309-803	The students will read topographical maps by describing the terrain. (115)					B
309-804	With the use of a map or globe, the students will identify home, city, and state land and water masses; demonstrate the use of common map abbreviations, vocabulary, and map keys; the ability to illustrate images of major land forms; and to make simple sketch maps. (103)					B
309-805	The students will find specific locations using city and state maps and interpret their symbols. (103)					B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
309-806	The students will use road atlases and road maps to plan a route to a given destination. (103)					B
309-807	The students will detect distances using a scale of miles, compute distances between two points on maps of different scale, estimate distance on a globe using latitude and longitude, and develop the habit of checking scale on all maps before they are used. (103)					B
309-808	The students will explain map symbols and indicate what they represent. (115)					B
309-809	The students will compare various maps to identify which type is most appropriate to show geographic setting of historical and current events. (103)					B
309-810	The students will locate and explain the significance of the Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, the Equator, Prime Meridian, and the International Date Line. (103)					B
309-811	The students will identify and locate on a map or globe the earth's major physical features. (103)					B
309-812	The students will identify:					
	a. The characteristics which distinguish weather and climate, and explain each.					
	b. The factors which influence climate and the relationship between climate, latitude, and altitude.					
	c. The four major land formations (mountains, plains, hills, and plateaus).					
	d. The differences between rotation and revolution, how these principles determine day and night, and the number of days in a year.					
	e. How the tilt of the earth on its axis influences seasons, weather, and climatic regions. (103)		B			S
	Social Skills					
309-825	The students will plan, conduct, and evaluate an interview. (115)(V,P)	S	B	S		S
309-826	The students will evaluate the experience gained from role playing. (106)(V,P)	S	B	S		S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
309-827	The students will identify a current issue and participate in a class discussion to determine its moral issue and possible solution. (205)(V,P)		S	B	S	
	Thinking Skills					
309-850	The students will define the terms analysis and synthesis and give practical examples of each. (103)(V,P)	S	S			B
309-851	The students will analyze specific dates and make logical judgments concerning them. (103) (V,P)	S	B	S		S
309-852	The students will synthesize data, i.e., combine several major ideas and draw conclusions based upon them. (103) (V,P)	S	B	S		S
309-853	The students will explain cause and effect relationships. (115)(V,P)	S	B	S		S
309-854	The students will define compare and contrast, and give practical examples of each. (103)(P)	S	S			B
309-855	The students will compare and contrast two ideas by writing a short paper. (115) (V,P)	S	B	S		S
	Study Skills					
309-875	The students will gather information from printed materials, interviews, maps, charts, graphs, instructional media materials, and material presented orally. (102)(P)	S	B			S
309-876	The students will define the vocabulary used in materials studied. (103)(P)	S	B			S

LEVEL 9

CONTENT - GENERAL SOCIAL STUDIES

This course is designed to give students a broad experience in the social studies in general. Students should begin to develop competencies for effective citizenship which relate to effective communications, legal responsibilities and personal economics.

Communication Skills

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
309-901	The students will describe the responsibilities and skills related to positive communication skills by:					
	a. Discussing appropriate behavior when facing a conflict with someone in authority. (V)	B	S	S		S
	b. Describing the need for having a fair way of settling disputes between people. (V)	B	S	S		S
	c. Explaining both the personal and institutional responsibilities involved in conflict resolutions (108)(P,V)	S	B	S		S
309-902	The students will read an application for employment; correctly complete it; arrange for and complete an interview, and report the experience verbally or in writing. (803)(P,C)	S	S			B
309-903	The students will describe a variety of life-styles; describe their preferred life-style; identify their appropriate career conducive to their preferred life-style; and describe the necessary interpersonal relationship skills related to their occupational choice. (803)(P,C,V)	S	B	S		
309-904	The students will analyze themselves by:					
	a. Listing their talents, abilities, and interests. (V,C)	S	B	S		
	b. Identifying those occupations which capitalize upon their talents, abilities, and interests. (V,C)	S	B	S		
	c. Choosing an occupational cluster of interests. (V,C)	S	B	S		
	d. Describing necessary qualifications and training for given occupational interest. (C,P,V)	S	B	S		
	e. Examining and describing the economic advantages and disadvantages of their choice of occupations (income - will it become obsolete, etc.) (805) (C,V)	S	B	S		
309-905	The students will suggest effective parental responses to children who are having problems. (416)(P,V)	S	S	B		

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
309-906	The students will participate in a group discussion to name desirable qualities of honesty, morality and citizenship of youth and adults in American society. (205)(V)		S	B	S	
	Legal Responsibilities					
309-907	The students will distinguish between honest and dishonest advertising practices; identify consumer protection agencies and laws; describe how to resist pressure sales techniques; and explain the vocabulary of advertising and consumer law. (109)(C,V,P)		S	S	B	
309-908	The students will identify the parts of a legal contract and the responsibilities implied when one accepts such a contract. (405)(C,V,P)		S	S	B	
309-909	The students will identify the individual, societal, and constitutional rights, laws and responsibilities as they are specifically related to the right to vote. (402)(V)		S	S	B	
309-910	The students will describe the relationship of the functioning of the law to a person's responsibilities by:					
	a. Defining rights, responsibilities, and laws at the local, state, and federal level. (V,P)			S	B	S
	b. Describing the differences between felonies and misdemeanors and their respective punishments. (V)			S	B	S
	c. Describing the differences between juvenile and adult penal systems. (V)			S	B	S
	d. Describing various law enforcement, legal, and social agencies and indicating the services they provide. (V,C)			S	B	S
	e. Defining legal authority as granted by the people and judicial systems. (V)			S	B	S
	f. Distinguishing between power and authority. (405)(V)			S	B	S
	Personal Economics					
309-911	The students will describe the services provided by financial institutions by:					

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	a. Listing services provided at a bank. (C,P)		S			B
	b. Listing the differences between banks, savings and loans, and credit unions. (C,P)		S			B
	c. Completing forms necessary for opening a checking and savings account. (C,P)		S			B
	d. Listing the advantages and disadvantages of the various types of savings and checking accounts. (808)(C,V,P)		S			B
309-912	The students will describe the process of applying for a loan by:					
	a. Completing an application. (C,P)		S			B
	b. Listing legal responsibilities related to a loan transaction. (C,V,P)		S		B	
	c. Listing the responsibilities of a co-signer of a loan. (C,P)		S		B	
	d. Identifying various types of loans, the purpose of each, and their uses (installment, home mortgage). (C,P)		S			B
	e. Identifying interest as the cost of the loan and calculating the cost of a simple loan. (C,P)		S			B
	f. Defining the variables that determine the real cost of the loan (interest rate, time, total borrowed, taxes, and insurance). (808)(C,V,P)		S			B
309-913	The students will formulate a realistic personal budget with given data. (808)(P)		B			S
309-914	The students will describe the advantages of automobile and property insurance and how to apply for benefits. (808)(P)		S			B
309-915	The students will evaluate the use of credit cards and describe the related consumer responsibilities. (808)(V,P)		S	S		B
309-916	The students will explain how the income tax affects their lives by:					
	a. Identifying how income taxes are deducted, collected and spent. (P)					B
	b. Completing a W2 Form and 1040 tax form from given data. (P)					B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
c.	Stating the advantages of itemizing deductions for tax purposes. (809)(P)					B
309-917	The students will explain how sales tax affects their lives. (V,P)			S		B
309-918	The students will explain how real estate taxes operate by:					
	a. Listing community services supported by property tax. (C,P)					B
	b. Defining "assessed valuation". (P)					B
	c. Listing prescribed procedures for appealing assessed valuation on properties. (809)(P)					B
309-919	The students will explain how the mill levy applies to taxes. (809)(P)					B
309-920	The students will describe how motor vehicle taxes operate and identify procedures for obtaining a motor vehicle license. (809)(P)					B

LEVEL 10 - 12

CONTENT - UNITED STATES STUDIES

Devotes attention to economic, social, and political development that includes events, issues, and problems in United States history after the Civil War and Reconstruction. Course includes special emphasis on the benefits and advantages of the American free enterprise system and the processes and structure of democratic governance.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	PSYCHOLOGY					
	I. A technological society is complex and is characterized by rapid and dynamic changes and the adjustment of individuals requires constant refinement and coping skills.					
316-101	The students will identify individual and group methods of coping with frustrations inherent in technological change. (418)(V)	S	B	S		
	ANTHROPOLOGY					
	II. Society must continuously evaluate and modify its culture in order to adjust to changing conditions					
316-201	The students will describe the impact of economic and social change on American political processes and institutions. (414)(V)	S	S	S	B	
316-202	The students will evaluate the impact of economic and political instability on the American lifestyle. (414)(V)	S	S	S	B	
	SOCIOLOGY					
	III. In order to meet individual and group concerns, societies organize themselves into subgroups that in time may be institutionalized.					
316-301	The students will describe how institutions are organized to meet social, political, and economic needs. (410)(V)	B	S	S		
316-302	The students will describe how individual needs and concerns result in the formation of special interest groups. (414)(V)	B	S	S	S	
316-303	The students will describe the contributions of women to America's history. (415)(V)	S	B	S		
316-304	The students will analyze the various sociological influences on food habits, i.e., family relationships, mobility, social problems, and economics. (506)(N,V)	B		S		S

B=Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
316-305	The students will identify public health problems related to diet. (506)(N,P)	B	S	S		
316-306	The students will list what they feel are the major purposes of education. (410)(V,P)	S		B	S	
316-307	The students will summarize the role of the federal government for supervision and control of the public schools. (410)(P)	S	S		B	
316-308	The students will discuss how the increased use of automation and economic changes makes it necessary for workers to be adaptable and capable of retraining. (808)(V)	S		B	S	
	GEOGRAPHY					
	IV. A nation's development is influenced by adaptation to its geographic location and use of its natural resources.					
316-401	The students will describe the importance of natural resources to a nation. (602)(V)		S	B	S	
316-402	The students will evaluate the significance of geographical location and natural resources to a nation's development. (603)(V)		B	S	S	
316-403	The students will measure the impact of topography and environment on the evolution of economic and political systems. (602)(V)		S	B	S	
	HISTORY					
	V. Different factors contribute to changes in contemporary society and the effects of these changes are felt by the people within the society.					
316-501	The students will outline the development of United States history and government from the Age of Discovery through Reconstruction. (103)(V)		S	S		B
316-502	The students will identify several natural resources found in the United States. (102)(V)		S	S		B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
316-503	The students will identify several major leaders of industry and labor and evaluate their contributions to the development of industry in the United States during the second half of the nineteenth century and into the twentieth century. (106)(V)		S	S		B
316-504	The students will identify several inventions that changed the living standards of Americans. (102)	S	B		S	
316-505	The students will explain the attitudes of big business, labor, and government toward each other in the Industrial Revolution of the 1870's and 1890's. (107)(V)	S	B	S	S	
316-506	The students will discuss the changes in the life-styles of people as a result of the Industrial Revolution of the 1870's - 1890's. (410)(V)	B	S	S		
316-507	The students will list the many different groups of people who migrated to the United States during the early 1900's, indicating their origin. (102)(I)	B	S			S
316-508	The students will identify the unique contributions of the various ethnic, cultural, and religious minorities of American society. (410)(I, V)	B	S	S		
316-509	The students will identify several minority or ethnic groups in their community and describe problems which they encounter. (312)(V, I)	B	S	S		
316-510	The students will identify their own family origins and when their ancestors migrated to the United States. (102)(P)(V)	B	S	S		
316-511	The students will identify two changes (law, Supreme Court decisions, or attitudes) which have diminished discrimination in the United States, describe continued practices of discrimination, and formulate possible solutions to decrease prejudice. (408)(V, I)		S	B	S	
316-512	The students will analyze the progressive movements of the various frontiers as they crossed the American continent. (110)(V)	S	B	S		S

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
316-513	The students will analyze the following topics, evaluating the positive and negative aspects of each:					
	a. The conflict with the American Indians					
	b. The settling of the West and the Federal Land Policy					
	c. The Mexican War					
	d. The migration of people to the West (Mormons, miners, ranchers, farmers, etc.). (106)(V,I)	S	S	B		
316-514	The students will discuss the "Frontier Thesis" (Turner) as an explanation of the development of democracy and social equality in the United States. (412)(V)	S	B	S		
316-515	The students will describe the political, economic, and social developments of the "Progressive Period" of United States history. (115)(V)	S		S		B
316-516	The students will analyze the causes and outcomes of the Great Depression. (103)(V)		S	S		B
316-517	The students will outline America's involvement with other nations from its birth to the present. (408)(I,V)		S	S		B
316-518	The students will explain how all nations are interdependent. (408)(I,V)		S	B		S
316-519	The students will:					
	a. Identify the causes and effects of each of the wars in which the United States participated.	S	B	S		
	b. Evaluate post-war problems.	S	B	S		
	c. Evaluate the effects of the relationship between wars and alliances.	S	S	B		
	d. Explain the role of dissent and its impact on America's involvement in war.	S	S	B		
	e. Discuss the advantages and problems associated with assuming world leadership. (412) (V)	S	S	B		
316-520	The students will evaluate their cultural heritage, especially material culture, i.e, homes, buildings, journals, manuscripts, photographs, etc., in their community, state, and nation. (601)(V)		S	B	S	

ECONOMICS

VI. Varying economic pressures have been determining factors in the utilization of American resources in the free enterprise system.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
316-601	The students will identify the roles of government in the free enterprise system from colonial times to the present. (412)(V)		S	S	B	
316-602	The students will describe the term "welfare state" and describe possible ramifications. (806)(V)	S	S	B		
316-603	The students will define the vocabulary used in understanding the free enterprise system such as GNP, standard of living, supply and demand, profit, competition, income, consumer sovereignty competition, specialization, money, monetary and fiscal policy. (102)	S	S			B
316-604	The students will explain how the free enterprise system affords the producer the freedom of choice with regard to how products are produced. (412)(V)		S	S		B
316-605	The students will explain how the freedom of producers to decide how products are produced leads to a production of costs and an income of productivity. (606)(C,V)		S	S		B
316-606	The students will explain the term "Consumer Sovereignty" and describe the process by which consumers decide what is produced in a free enterprise system. (606)(C,V)		S	S		B
316-607	The students will describe the individual's role in the free enterprise system to include employment, consumption, savings, and credit. (307)(C,V)		S	S		B
316-608	The students will explain the role of labor unions in the free enterprise system. (108)(C,V)		S	S		B
316-609	The students will explain the functions of the proprietorship, partnership, cooperative, and corporation in the free enterprise system. (108)(C)		S		S	B
316-610	The students will discuss the stages of the business cycle, define relevant terms and list practices which the government uses to influence the economy. (410)	S	S			B
316-611	The students will describe the various aspects of the production of goods and services in a free enterprise system to include the effects of supply and demand on production, the production cycle, and the production differences between goods and services. (606)(C)	S	S			B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
316-612	The students will describe the significant role banking plays in the free enterprise system. (410)(C)	S	S			B
316-613	The students will analyze the differences between the capitalist, socialist, and communist economic systems. (108)(V)	S	S	B		
316-614	The students will describe the effect of the world economic system on our free enterprise system. (606)(I,V)	S	S	B		
316-615	The students will present evidence and logic which advocate the preservation of the free enterprise system. (V,I)	S	S	B		
	POLITICAL SCIENCE					
	VII. Citizenship requires understanding the processes and structure of democratic governance.					
316-701	The students will describe the structure of the federal, state, and local governments by:					
	a. Naming the three branches of the state and federal government	S	S		B	
	b. Stating the number of senators and representatives authorized for their state	S	S		B	
	c. Distinguishing between a democractic and socialistic form of government (V)	S	S	S	B	
	d. Naming the document that outlines the structure of local, state, and federal governments	S	S		B	
	e. Identifying where cities and states get their authority to act	S	S		B	
	f. Identifying the title of the chief executive officer at each level of government (102)(P)	S	S			B
316-702	The students will describe the major functions performed by the federal, state, and local governments by:					
	a. Explaining how laws are passed	S	S		B	
	b. Explaining who can veto legislation	S	S		B	
	c. Explaining who determines if a law is constitutional	S	S		B	
	d. Explaining how laws are changed	S	S		B	
	e. Explaining who is responsible for carrying out the laws (412)(V,P)	S	S	S	B	

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
316-703	The students will describe how to participate in government at all levels by:					
	a. Explaining how to register to vote (V)		S	S	B	
	b. Explaining how to cast a ballot (V)		S	S	B	
	c. Explaining where to find their voting district number (V)		S	S	B	
	d. Listing the names of the state and federal representatives for their district (V)		S	S	B	
	e. Identifying the purpose of a public hearing (V)		S	S	B	
	f. Finding where to call or write letters expressing opinions or directing inquiries on official actions (V)		S	S	B	
	g. Describing the functions of the committee system (V)		S	S	B	
	h. Describing the nature and purpose of lobbying (412) (V)		S	S	B	
316-704	The students will describe the processes by which government officials are elected, appointed, or removed from public office by:					
	a. Describing how officials are nominated (V)		S	S	B	
	b. Discussing the election processes (V)					
	c. Explaining the appointive powers of the president, governor, and mayor	S	S		B	
	d. Explaining the review and approval powers of the senate and councils	S	S		B	
	e. Describing the function of the civil service system	S	S		B	
	f. Defining recall	S	S			B
	g. Defining impeachment	S	S			B
	h. Describing where government officials get their power to act (307) (V)	S	S		B	
316-705	The students will describe their rights under the law by:					
	a. Locating the source of individual rights and freedoms (V,P)		S	S	B	
	b. Describing minority rights (V,P)		S	S	B	
	c. Explaining the appeal process (V,P)		S	S	B	
	d. Describing the purpose and availability of grievance procedures (V,P)		S	S	B	
	e. Defining due process (V,P)		S	S	B	
	f. Explaining all other rights of the accused (307) (V,P)		S	S	B	

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
316-706	The students will describe their ethical, moral, and legal responsibilities and obligations under the law by:						
	a. Defining loyalty and patriotism (V,P)		S	B	S		
	b. Communicating a desire for honoring, obeying, and sustaining the law (V,P)		S	B	S		
	c. Communicating a willingness to help improve laws (V,P)		S	B	S		
	d. Communicating a willingness to sacrifice some of their rights to insure the rights and freedoms of their peers (307)(V,P)		S	B	S		
316-707	The students will describe government services and tell how to use them where needed by:						
	a. Describing how to get employment assistance (P)	S	S		B		
	b. Describing rehabilitation assistance. (P)	S	S		B		
	c. Describing consumer services (P)	S	S		B		
	d. Describing health and safety services (P)	S	S		B		
	e. Describing how to get legal assistance (410)(P)	S	S		B		
316-708	The students will describe the political system and indicate how to be actively involved in the process by:						
	a. Identifying the major political parties and their philosophies (V,P)		S	B	S		
	b. Affiliating with the parties on the basis of informed choice (V,P)		S	B	S		
	c. Distinguishing between truth and propaganda. (V,P)		S	B	S		
	d. Describing the function of political parties in selecting and electing officials and passing laws (412)(V,P)		S	B	S		
316-709	The students will describe governmental and/or political influences on food habits, i.e., food problems (school lunch, food stamps), price controls, effect of war, and disaster. (506)(N,V)		S	S	B		

SKILLS

THESE SKILLS SHOULD BE TAUGHT IN CONCERT WITH THE MASTERY UNDERSTANDINGS AND OBJECTIVES.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	Geographic Skills					
316-801	With the use of a map or globe, the students will identify home, city, state, and nation land and water masses; demonstrate the use of common abbreviations, vocabulary, and map keys; the ability to illustrate images of major land forms and to make simple sketch maps. (115)					B
316-802	The students will find specific locations, using city, state, and national maps and interpret their symbols. (102)					B
316-803	The students will use road atlases and road maps to plan a route to a given destination. (102)					B
316-804	The students will compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events. (103)					B
316-805	The students will identify and locate on a map or globe the major physical features of the United States. (102)					B
	Social Skills					
316-825	The students will participate in group planning and discussion. (401) (V,P)	S	B	S		
316-826	The students will conclude that others may have a different point of view. (108)(V,P)	S	B	S		
316-827	The students will accept responsibility for carrying out assigned tasks. (307) (V,P)	S	B	S		
316-828	The students will formulate ways of resolving group action. (401) (V,P)	S	B	S		
316-829	The students will plan and use democratic procedures in making group decisions. (405)(V,P)	S	B	S		
316-830	The students will list various ways of receiving and expressing love. (305, 309) (P,V)	S	S	B		
316-831	The students will identify characteristics of their ideal marriage partner and relate those to their set of personal values. (416) (P,V)	S	S	B		

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
316-832	The students will describe how individuals bring differing and conflicting ideas about roles to a marriage which can be resolved only through open communication and negotiation. (416) (P,V)	S	S	B		
316-833	The students will identify and interpret the relative value of resources available in dealing with "parental" situations, i.e., newspaper and magazine articles, books, classes, counselors, parents, etc. (416) (P,V)		S	S		B
316-834	The students will name desirable qualities of honesty, morality, and citizenship of youth and adults in American society. (205) (P,V)		S	S	B	
	Thinking Skills					
316-850	The students will distinguish between relevant and irrelevant information. (109)(V,P)	S	B	S		
316-851	The students will evaluate the bias of authors or other sources of information. (106) (V,P)	S	B	S		
316-852	The students will distinguish between facts, inferences, estimates, and value judgments. (109) (V,P)	S	B	S		
316-853	The students will define problems and set up hypotheses and/or alternative courses of action. (105) (V,P)	S	B	S		
	Study Skills					
316-875	The students will identify and use appropriate reference books and sources to locate information (newspapers, magazines, encyclopedias, almanacs, dictionaries, etc.) (115)(P)					B
316-876	The students will use the Reader's Guide and card catalog to locate information. (115) (P)					B
316-877	The students will use the table of contents, index, glossary, and pictures in books to find information. (115) (P)					B
316-878	The students will gather information by (a) interpreting tables, graphs, charts; (b) summarizing information					

		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	GOALS					
	acquired on field trips; (c) recording information from interviews; (d) describing pictures and films; (e) developing and analyzing questionnaires and surveys; (f) reading for main ideas and details; and (g) taking notes. (103) (V,P)			S		B
316-879	The students will define periods of time such as decade and century. (103) (P)					B
316-880	The students will analyze timelines. (103) (P)					B
316-881	The students will use primary sources (people, manuscripts, on-site investigations, journals, etc.) to make a more meaningful experience in studying United States history. (102) (V,P)			S		B

ADMINISTRATIVE GUIDELINES

ARTICULATION AND COMMUNICATION

An effective social studies program necessitates articulation and communication among schools, especially between the different levels (elementary, junior high/middle, or high) within an area. In other words, it is essential that junior high/middle schools articulate with their feeder elementary schools, and that high schools articulate with their feeder junior high/middle schools. It is also important that elementary schools understand the curriculum for the junior high/middle and high schools as they must provide the foundation upon which further learning must take place.

STANDARDS FOR CURRICULUM

These Curriculum Guidelines,adapted from the National Council For The Social Studies, represent a set of standards for social studies programs. They are not intended to prescribe a uniform program or even to propose an ideal program. In a pluralistic and changing society no one such program could be prescribed, even if more were known about the process of education than is presently available. Schools--their students, teachers, and communities--have basic responsibility for their own social studies programs. It is hoped that many will develop insights which go beyond the framework of standards set forth here.

1.0 The Social Studies Program Should Be Directly Related to the Age, Maturity, and Concerns of Students.

1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.

1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.

1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.

1.4 Students should have a special studies experience at all grade levels.

1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.

Students of all ages confront situations demanding knowledge and social skills. They are called upon constantly to identify, to interpret, to organize the vast quantities of social data everywhere around them. Students need to use this social knowledge as a person relating to neighbors and friends, a citizen of the school community, a consumer of goods and services, an active participant in an organization or movement. These situations are directly comparable to those confronted by adults. Students should rightfully expect that their social studies education will be helpful to them in coping with their social and political world.

Yet the need to know and understand may stem also from a basic curiosity, a desire to comprehend, and a quest for order and meaning in the universe. Therein lies a fundamental motivation for learning upon which any adequate program must build.

Consequently, opportunities for social studies education should be available to all students from the primary grades through high school, and not merely to some elite group, the intellectually able, or the white, middle class. Young people should not be expected to fit themselves into uniform or rigid programs, those sanctioned merely by tradition, or those designed without consideration of what matters to them.

In schools committed to human dignity, students are entitled to a voice, by one means or another, in shaping their education. All students are entitled to expect that they, their concerns, and their social origins have a place in the social studies curriculum.

2.0 The Social Studies Program Should Deal with the Real Social World.

2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.

2.2 The program should emphasize pervasive and enduring social issues.

2.3 The program should demonstrate the relationships between the local and global aspects of social issues.

2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.

2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.

2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.

2.7 The program should build upon realities of the immediate school community.

2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.

2.9 The program should provide the opportunity for students to examine potential future conditions and problems.

The social studies program should enable students to examine the social world as it is. In too many social studies classrooms the social world is idealized and mythologized. Three points need emphasis here.

First, these guidelines take the position that enduring or pervasive social issues such as economic injustice, conflict, racism, social disorder, and environmental imbalance are appropriate content for the social studies curriculum. The primary purpose of a social studies program is neither to advance the

frontiers of knowledge nor to produce social scientists. Rather, its task is to engage students in analyzing and attempting to resolve the social issues confronting them. To do so, young people must draw on the content and methods of the social science disciplines as well as on their own beliefs and considered values and, whenever and wherever appropriate, on such fields as the humanities and the natural sciences.

Second, the real social world varies greatly among people and places; yet classroom experiences often create a misleading impression of cultural uniformity. Many students come to view the world with knowledge drawn almost entirely from Western and middle-class traditions. But the majority of Earth's people are not white; although they may be influenced by the West, their cultures are neither Western nor dominated by a middle class. Moreover, American society itself is pluralistic. The mores, roles, and expectations of cultural and national groups other than the students' own should be identified and their implications and merits explored. To seek understanding of any culture without the perspective of its own set of values is to do an injustice to that culture.

The students of social studies classrooms are themselves of diverse sub-cultural groups, all too frequently not taken into account in developing programs. Classroom experiences may fail to fit, as they should, the life styles, the values, the aspirations, the perspectives of many students and their communities. Social studies programs must contribute to students' acceptance of the legitimacy of their own cultural group identity as well as the ways of others. Social studies programs which even inadvertently conceal the diversity of the social world tend to reinforce cultural bias and ethnocentricity.

Third, no program can successfully educate students for the real world by separating them from it. The school social system is as much a part of the students' real world as what occurs outside the school. Such techniques as role-playing, simulation, observation, and investigation are all promising means of learning to participate. Actual involvement in school, community, and larger public affairs, either individually or as part of organized group efforts, can break down the artificial barriers of classroom walls.

3.0 <u>The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs</u>.

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.

3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.

3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.

3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.

3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.

3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.

3.7 The program should include the study not only of human achievements, but also of human failures.

Recent and intensive research has produced what is popularly called "a knowledge explosion." Hence, it is difficult to close the gap between what is known and what is taught. Yet incongruities between scholarly knowledge and the content of ordinary social studies curriculum cannot be allowed to persist.

Efforts must be made to ensure the accuracy of information used in classrooms; however, far more powerful are the concepts, principles, and theories of modern society. It is these which students most need to understand.

Moreover, modern bodies of knowledge are not fixed. Methods of inquiry such as formulating and testing hypotheses and techniques for processing social data, such as mapping, case studies, and frequency distributions, should have a place in classrooms.

Since it is impossible to "cover" all knowledge of the social world, what is included should be meaningful. Students need knowledge of the world at large and the world at hand, the world present and the world past. They must see both human achievement and failure. Useful ideas from anthropology, economics, social psychology, and psychology are ordinarily underrepresented in social studies programs; ideas from political science and geography are often badly out-of-date and culturally biased. "School history" is often repetitive, bland, merely narrative, and inattentive to the non-Western world and to developing nations; it is distorted by ignoring the experiences of Blacks, Hispanics, native American Indians, Puerto Ricans, Oriental Americans, and women. Related fields such as law, biology, and the humanities are often omitted or not related to social affairs.

Focus on pervasive global issues, problems which loom large in students' worlds, and basic questions which have meaning in students' lives can be helpful in deciding upon what to draw from the disciplines. Imaginative approaches to relating the power of scholarly fields and the issues of our times deserve staunch support.

4.0 <u>Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction For the Program</u>.

4.1 Objectives of the state social studies course of study are utilized in planning and teaching the program.

4.2 Objectives should be carefully selected and taught in light of what is known about the students, their community, the real social world, and the fields of knowledge.

4.3 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.

4.4 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.

4.5 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.

4.6 Objectives should be reconsidered and revised periodically.

Probably no curricular decisions are more significant than those about basic purposes and their definition as stated objectives. What students are to learn must be carefully selected through continuous consideration of what is known about the students themselves, the real social world, and the scholarly fields. Students themselves must participate in the process of selection.

If decisions about what is to be learned are to be influential, they should be translated into statements of objectives. These statements must be formulated in terms of both behavior and content and must measure student competencies. Even if their definitions are not universally agreed upon, knowledge, thinking and other abilities, valuing, and social participation can all be conceived in behavioral terms. Statements of objectives become the basis for setting up learning activities, choosing instructional strategies, selecting instructional materials, and finding the degree to which students have been successful in learning.

Special mention should be made here of performance objectives. Such an objective names concretely the behavior-in-identified content which the student is to demonstrate as evidence of learning and states the minimum level of acceptable performance. Some knowledge and skill objectives in social studies can best be defined as concrete performance objectives, and instruction planned accordingly. Students and teachers alike can identify achievement or lack of it. Performance objectives are most readily developed for matters which have "a right answer" or "a most effective way of performing a task." That all kinds of objectives--indeed, many of the most important--cannot be translated into concrete performance terms need not deny the usefulness of translating some, nor justify vague generalities as substitutes for clear statements. Nonetheless, social studies education should not be limited to what can be defined in concrete performance terms.

5.0 <u>Learning Activities Should Engage the Student Directly and Actively in the Learning Process.</u>

5.1 The resource file of the state social studies course of study is utilized in providing learning activities to meet the stated objectives.

5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.

5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.

5.4 Students should be encouraged to become active participants in activities within their own communities.

5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.

5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.

5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.

5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.

5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.

Scholars, teachers, education theorists, and serious critics of education agree, almost universally, that students must be actively involved in the learning process at every level of education. Modern programs without exception call for more active participation. Greater emphasis is placed on ability to devise questions and the means for answering them, to analyze and integrate knowledge, to propose and evaluate decisions. Conducting a disciplined attack on one's own ignorance should be the principal means of an individual's education. Creative inquiry is both a potent instructional strategy and an essential competency. Actual mastery of knowledge, a legitimate but not sufficient goal of education, can best be attained when the knowledge is actively used by the learner.

A social studies curriculum must employ direct as well as vicarious means for learning. This principle is all too often neglected. There are geography classes without any form of field work and history classes without primary source material. Government classes ignore the student council and the workings of local government; a study of occupations goes on without the associated sights and sounds of real jobs; and attempts to deal with racism, sexism, and poverty occur without emotional involvement.

Education is more than a process of telling students what they need to know. Students now have extensive and reliable sources of knowledge from which they can obtain knowledge for themselves; thus, classroom lecturing is less defensible than it has ever been.

Social studies programs must include a wide variety of learning activities with appeals to many kinds of students: making surveys; tabulating and interpreting data; acting out scripts; using reference tools; reading or writing poetry; role-playing; hearing and questioning classroom speakers; writing policy decisions; using case studies; listening to music; making a collage; brainstorming; studying films; working in a community project; conducting an investigation; advocating a thoughtout position; simulating and gaming; making field trips; comparing points of view; studying social science books and articles; participating in discussions patterned on explicit strategies for behaviors such as communicating and valuing; and more. The purpose of such activities is not to set up what is merely clever or novel, but to offer opportunities for satisfying experience in what will lead to the objectives of instruction. The accompanying resource file will assist in this effort.

6.0 <u>Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources</u>.

6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.

6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources.

6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.

6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.

6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.

6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

Learning in the social studies requires rich resources. No single textbook will do, especially one set organized with the simple purpose of imparting information. Accomplishing objectives which represent all of the components of social studies education depends upon more information, more points of view, more appeals, and more suitability to individual students.

Printed materials must be available for differing abilities in reading and for differing needs for concreteness and abstraction. Students must have books, periodicals, basic references, case studies, graphs, tables, maps, articles, and literary materials suitable for the subject at hand. As important as reading and verbal learning may be, they ought not to be overused in instruction.

Multiple media offers many avenues to learning. Films and sound filmstrips, pictures, recordings of speeches, discussions and music, mock-ups, artifacts, models, audiotapes, dramatic scripts or scripts for role-playing, diagrams, simulation exercises, programs on television--these and others call upon the use of many senses, thought and feeling; thus, they enrich learning.

Moreover, resources need not be thought of simply as those of classrooms themselves. The walls between classrooms and the outside world should not be confining. It is just as important for students to participate actively in the community as it is for community people and organizations to participate within the school.

Although the need for multiple media is no excuse for a smorgasbord approach, there is reason to recognize multiple paths to learning. No one kind of material or resource will be satisfactory for all students, not for any one student at all times and for all purposes. Instructional resources must be suitable for the learning tasks and for the students who are learning.

7.0 <u>The Social Studies Program Must Facilitate the Organization of Experience.</u>

7.1 Structure in the social studies program must help students organize their experiences to promote growth.

7.2 Learning experiences should be organized in such a manner that students will learn how to continue to learn.

7.3 The program must enable students to relate their experiences in social studies to other areas of experience.

7.4 The formal pattern of the program should offer choice and flexibility.

Structure in the social studies program has to do with the basic questions to be asked, the problems to be resolved, and the patterns of behavior appropriate to the ends in view. Although far too little is known to identify definitively the processes of growth in social competencies or to state with certainty the superiority of any one kind of organization over another, some kind of flexible structure for the organization of experience is possible and desirable. It is likely that students will profit from experiences with different structures.

Both the social sciences and social issues contain structural elements. Basic concepts, principles, and methods in the social sciences can offer direction in organizing a study of human behavior. A proper focus on social issues requires identification of their causes, consequences, and possible solutions. Social studies programs may at times use one or the other of these organizations. Certainly, social studies programs must demonstrate a reciprocal relationship among the social sciences, social issues, and action. However, it is clearly inadequate to limit programs to courses in the individual disciplines. The study of social issues drawing upon more than one discipline is frequently more suitable for the purposes of students in school. An issue arising out of the interaction between technology and the structure and function of modern society, for example, may call for the contributions of history, economics, and sociology as well as the humanities, law, and the natural sciences. Social issues are embedded in complex social conditions which frequently transcend national boundaries.

At times student concerns, those of their community, or the requisites of active and effective social participation may become the base for a line of inquiry. Whatever the starting point or direction, structure must be developed out of students' own learning experience. To be useful and valid a social studies activity must achieve more than the mere accumulation of information.

Disorder and lack of direction often stand in the way of continuous reorganization of experience. Schools must continue to examine the conventional patterns of subjects and formal course offerings. Schools ought to encourage mini-courses, independent study, small group interest sections, specially planned days or weeks focused on social problems, alternative courses of study proposed by students, and other innovative plans. Structure can be used to promote the development of the tools and satisfactions which enable students to continue to learn.

8.0 Evaluation Should be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Programs.

8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.

8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.

8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.

8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over a period of time.

8.5 Evaluation data should be used for planning curricular improvements.

8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking periods.

8.7 Both students and teachers should be involved in the process of evaluation.

8.8 Thoughtful and regular reexamination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

Social studies programs must be systematically and rigorously evaluated. As program objectives are revised and new practices introduced, the evaluation program must be changed to assess innovations in ways consistent with their purposes. The all too common paper-and-pencil tests of information do not yield data about problem-solving abilities, the valuing process, and social participation. Many sources of data and evaluation techniques, which can be used in and out of classrooms, are needed. Evaluation should extend far beyond formal examinations to include, for example, anecdotal records, role-playing, interviews with samples of community people, and interaction schemes for analysis of classroom dialogue.

Occasional and sporadic attempts, and narrow and unreliable efforts in evaluation, are insufficient since significant growth in learning is both cumulative and long term.

Evaluation must include what is diagnostic, not only for groups of students but for individuals. It must be useful to students in the process of their learning--to all students and not merely to those who take to conventional schooling or who are college-bound. A helpful evaluation process ought to enable students to see what they can do, as well as what they cannot yet do.

The process must clarify for teachers and others concerned what needs to be done to improve instruction and learning. Parents must be included in the evaluation process. They should have access to accurate data which would illustrate first, how the student is performing in terms of individual abilities and second, how the student compares with teacher expectations of the class as a whole.

Evaluation must become not only a means of more effective instruction and learning, but a foundation for thoughtful formulation of basic purposes of social studies education.

9.0 <u>Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program</u>.

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.

9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.

9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.

9.4 Teachers should participate in active social studies curriculum committees with decision making as well as advisory responsibilities.

9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, inservice classes, community affairs, in reading, studying, and travel.

9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.

9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.

9.8 Social studies education should expect to receive active support from administrators, teachers, boards of education, and the community.

9.9 A specific minimal block of time should be allocated for social studies instruction each week.

Social studies education cannot be successful without the conditions necessary for good instruction. One of the conditions is a supply of adequate resources. Social studies education needs not only teachers, textbooks, and blackboards, but also maps, reference books, periodicals, audio and visual materials, field trips, and great lectures. The classroom should be a learning laboratory. Such a concept means not only materials and equipment but also additional demands on teachers' time and competence.

Teachers must have both opportunity and responsibility for active participation in the improvement of the curriculum. They must engage in activities contributing to their professional growth as social studies teachers. Contemporary theories of learning and instruction necessitate breadth, depth, and skill. The burden is especially heavy on elementary teachers who are expected to be competent in virtually all fields. The practice of assigning inadequately prepared teachers as social studies instructors persists and should be ended. In addition to furnishing social studies consultant help, the administration should provide the incentives, encouragement, and opportunities that will further professional and academic training.

School administrators should demonstrate a degree of support at least commensurate with the support given to other segments of curricular programs.

The nature of social studies education, especially in a pluralistic and free society, makes it particularly vulnerable to criticism from many sides. The

right of responsible criticism is inherent in and invaluable to a democracy; this right must be protected. Demands that schools instill particular beliefs and practices or that they avoid the thoughtful consideration of controversial topics must be met with vigorous resistance.[1]

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[1]Adapted from the National Council For The Social Studies Curriculum Guidelines position statement, 1971, Revised, 1979.

How To Use The Guidelines For Social Studies Needs Assessment

This section provides Curriculum Guidelines that local districts may use to examine their own social studies programs. The approach can be used for a given level, for a school, or for a district-wide program.

An important question to consider first is whom to involve in this analysis. Certainly, social studies teachers and other local curriculum leaders must be involved. In addition, it may be desirable to involve certain lay people, resource people from the university or Department of Education, and high school students who are perceptive and willing to express their views.

The questions used below in the needs assessment instrument are based on the Guidelines. They should be examined from two perspectives: one from that of local priorities, the other from that of the current status of the local program. The first perspective is dealt with in the (HP) column, which is concerned with priorities. For each guideline, the members of the curriculum study committee should ask the question, "Is this guideline of high priority to us?" If they answer the question "yes," they should check the "HP." For a guideline considered desirable, but not of high priority, the "HP should simply be left unchecked. Any guideline the local committee considers unimportant or undesirable should be marked out. The second perspective is dealt with in the column headed by "CURRENT STATUS." In this case, for each guideline the committee should ask the question, "To what extent is this guideline actually being carried out at our level (or building or district)?" If the answer is "very often," the "1" should be checked. If the answer is "sometimes" the "2" should be checked, and so on.

Data for the needs assessment may be gathered from many sources. Following each guideline a line is provided so that the local committee may list the most accessible and obvious sources. Sources might include curriculum reports and plans, position statements, faculty and student handbooks, student newspapers, memos, instructional materials available and used, formal evaluation data collected on student competencies, teachers, students, parents, community, and in-classroom and out-of-classroom observation.

Once the instrument is filled out, local educators can feel good about the status of those guidelines that were checked both "HP" and "1." They should feel special concern, on the other hand, about guidelines checked "HP" and "3" and should feel some concern about guidelines checked "HP" and "2." Interpretation of the needs assessment data may reveal patterns, such as students are insufficiently involved, learning resources are inadequate, or purposes are unclear. What is learned from the study should be used to improve the social studies program.

SELF EVALUATION INSTRUMENT BASED ON THE
SOCIAL STUDIES CURRICULUM GUIDELINES

DIRECTIONS: Read each guideline below. Check "HP" for the guideline if it is of high priority to your level, building, or district. Check 1, very often; 2, sometimes; 3, never, to indicate to what extent the guideline is evident at your level, building, or district.

I. Relationship of the Program to the Maturity and Concerns of Students.

			Very Often	Sometimes	Never
1.1	Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.	(HP)	(1)	(2)	(3)
1.2	The school and its teachers should make steady efforts through regularized channels and practices to identify areas of concern to students.	(HP)	(1)	(2)	(3)
1.3	Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.	(HP)	(1)	(2)	(3)
1.4	Students should have a special studies experience at all grade levels.	(HP)	(1)	(2)	(3)
1.5	The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.	(HP)	(1)	(2)	(3)

II. Relationship of the Program to the Real Social World

			Very Often	Sometimes	Never
2.1	The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.	(HP)	(1)	(2)	(3)
2.2	The program should emphasize pervasive and enduring social issues.	(HP)	(1)	(2	(3)

2.3	The program should demonstrate the relationships between the local and global aspects of social issues.	(HP)	(1)	(2)	(3)
2.4	The program should include analysis and attempts to formulate potential resolutions or present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.	(HP)	(1)	(2)	(3)
2.5	The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.	(HP)	(1)	(2)	(3)
2.6	The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.	(HP)	(1)	(2)	(3)
2.7	The program should build upon realities of the immediate school community.	(HP)	(1)	(2)	(3)
2.8	Participation in the real social world both in school and out should be considered a part of the social studies program.	(HP)	(1)	(2)	(3)
2.9	The program should provide the opportunity for students to examine potential future conditions and problems.	(HP)	(1)	(2)	(3)

III. Relationship of Program to Currently Valid Knowledge Representative of Human Beings' Experience, Culture, and Beliefs				
		Very Often	Sometimes	Never
3.1	The program should emphasize currently valid concepts, principles, and theories in the social sciences. (HP)	(1)	(2)	(3)
3.2	The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data. (HP)	(1)	(2)	(3)

3.3	The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.	(HP)	(1)	(2)	(3)
3.4	The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.	(HP)	(1)	(2)	(3)
3.5	The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.	(HP)	(1)	(2)	(3)
3.6	The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.	(HP)	(1)	(2)	(3)
3.7	The program should include the study not only of human achievements, but also of human failures.	(HP)	(1)	(2)	(3)

IV. Selection of Objectives; How Objectives Guide Program.

			Very Often	Sometimes	Never
4.1	Objectives of the State Social Studies Course of study are utilized in planning and teaching the program.	(HP)	(1)	(2)	(3)
4.2	Objectives should be carefully selected and taught in light of what is known about the students, their community, the real social world, and the fields of knowledge.	(HP)	(1)	(2)	(3)

4.3	Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.	(HP)	(1)	(2)	(3)
4.4	Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.	(HP)	(1)	(2)	(3)
4.5	Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.	(HP)	(1)	(2)	(3)
4.6	Objectives should be reconsidered and revised periodically.	(HP)	(1)	(2)	(3)

V. Nature of Activities

			Very Often	Sometimes	Never
5.1	The resource file of the state course of study is utilized in providing learning activities to meet the stated objectives.	(HP)	(1)	(2)	(3)
5.2	Activities should include formulating hypotheses and testing them by gathering and anlyzing data.	(HP)	(1)	(2)	(3)
5.3	Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.	(HP)	(1)	(2)	(3)
5.4	Students should be encouraged to become active participants in activities within their own communities.	(HP)	(1)	(2)	(3)
5.5	Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.	(HP)	(1)	(2)	(3)

5.6	Activities should contribute to the students' perception of teachers as fellow inquirers._____	(HP	(1)	(2)	(3)
5.7	Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all._____	(HP)	(1)	(2)	(3)
5.8	Activities should stimulate students to investigate and to respond to the human condition in the contemporary world._____	(HP)	(1)	(2)	(3)
5.9	Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.____	(HP)	(1)	(2)	(3)

VI. Relationship Between Instruction and Range of Learning Resources

			Very Often	Sometimes	Never
6.1	A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient._____	(HP)	(1)	(2)	(3)
6.2	Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources. _____	(HP)	(1)	(2)	(3)
6.3	A variety of media should be available for learning through seeing, hearing, touching, and acting and calling for thought and feeling._____	(HP)	(1)	(2)	(3)
6.4	Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.___	(HP)	(1)	(2)	(3)

6.5	Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.	(HP)	(1)	(2)	(3)
6.6	The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.	(HP)	(1)	(2)	(3)

VII. Relationship of Social Studies Program to Students' Experiences

			Very Often	Sometimes	Never
7.1	Structure in the social studies program must help students organize their experiences to promote growth.	(HP)	(1)	(2)	(3)
7.2	Learning experiences should be organized in such a manner that students will learn how to continue to learn.	(HP)	(1)	(2)	(3)
7.3	The program must enable students to relate their experiences in social studies to other areas of experience.	(HP)	(1)	(2)	(3)
7.4	The formal pattern of the program should offer choice and flexibility.	(HP)	(1)	(2)	(3)

VIII. Nature of Local Program Evaluation

			Very Often	Sometimes	Never
8.1	Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.	(HP)	(1)	(2)	(3)
8.2	Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, valuing, and social participation.	(HP)	(1)	(2)	(3)

8.3	Evaluation data should come from many sources, not merely from paper and pencil tests, including observations of what students do outside as well as inside the classroom.	(HP)	(1)	(2)	(3)
8.4	Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over a period of time.	(HP)	(1)	(2)	(3)
8.5	Evaluation data should be used for planning curricular improvements.	(HP)	(1)	(2)	(3)
8.6	Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period.	(HP)	(1)	(2)	(3)
8.7	Both students and teachers should be involved in the process of evaluation.	(HP)	(1)	(2)	(3)
8.8	Thoughtful and regular reexamination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.	(HP)	(1)	(2)	(3)

IX. Local Support for Social Studies Education as an Integral Part of the School Program

			Very Often	Sometimes	Never
9.1	Appropriate instructional materials, time, and facilities must be provided for social studies education.	(HP)	(1)	(2)	(3)
9.2	Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.	(HP)	(1)	(2)	(3)
9.3	Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.	(HP)	(1)	(2)	(3)

9.4	Teachers should participate in active social studies curriculum committees with decision making as well as advisory responsibilities._____	(HP)	(1)	(2)	(3)
9.5	Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, inservice classes, community affairs, reading, studying, and travel._____	(HP)	(1)	(2)	(3)
9.6	Teachers and others concerned with social studies education in the schools should have competent consultants available._____	(HP)	(1)	(2)	(3)
9.7	Teachers and schools should have and and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility._____	(HP)	(1)	(2)	(3)
9.8	Social studies education should expect to receive active support from administration, teachers, board of education, and the community._____	(HP)	(1)	(2)	(3)
9.9	A specific minimal block of time should be allocated for social studies instruction each week._____	(HP)	(1)	(2)	(3)

The above material constitutes the first section of "How To Use the Guidelines for Social Studies Needs Assessment." For information on how to obtain the complete report, please write to: National Council for the Social Studies, 3615 Wisconsin Avenue, N.W. Washington, D.C. 20016 (202)966-7840.

STANDARDS FOR STAFF

The social studies teacher faces a complex task in a field that is becoming pedagogically unmanageable, and yet has become increasingly important in the preparation of future citizens who must address themselves to the challenge and responsibilities of modern society.

The teacher must secure some mastery of the various social science disciplines, including an understanding of their interdisciplinary relationships, in order to know what issues are worthy objects of study. Knowledge and sophistication in regard to contemporary affairs and the ability to develop inquiry skills in regard to social values and decision making related to crucial social issues are also necessary.

The selection of these goals emerges from a mass of content in which there is no established pattern of continuity or sequence. Moreover, in meeting the needs and interests of students, it is necessary to help them gain meaning and understanding from concepts which are often more abstract than concrete. It is to this difficult and insightful task that the social studies teacher is dedicated.

The teaching-learning act should be the center and the most important element in the entire educational enterprise. The teacher is the key figure in creating and sustaining the intellectual and emotional climate needed in the classroom to achieve the goals of effective learning.

The statements in this section deal with the teacher's qualifications, responsibilities, and the conditions necessary for successful teaching and learning. They are intended to assist teachers, administrators, and all those engaged in the preservice and inservice education of teachers to improve existing programs or for the development of new ones. The goal is to give the teacher the psychological and professional support and the personal remuneration needed to reach the level of competence, effectiveness, and respect to be recognized as a true professional.

Professional Preparation

There should be diversity and an open-endedness in teacher education and certification programs which would leave responsible institutions free to develop experimental programs in response to the rapidly changing requirements of society, scholarship, and students.

However, each elementary and secondary social studies teacher should have a well-planned undergraduate program, including preparation in the areas of liberal general studies, an in-depth knowledge in areas of academic specialization and professional education.

1. General Studies

   All teachers need a liberal education as a basis for the intellectual independence that, in every great age, has animated the quest for understanding of those enduring principles and values that have helped to create civilized human beings. There can be no uniform prescription

for a liberal education but a beginning can be made with a rigorous introduction to the humanities and the social sciences, the physical sciences, and the biological sciences. Prospective social studies teachers should immerse themselves in a culture different from their own, and should especially become sensitive to the contrasting styles and world views of the Western world and the non-Western world. The teacher should, of course, develop competent communication skills and should become knowledgeable in at least one discipline outside the social sciences.

2. Academic Specialization

Elementary Teachers. All elementary teachers should have a minimum of ten quarter hours in the social sciences. Interdisciplinary courses involving content from the social sciences should be included in the prospective teacher's program.

Prospective elementary teachers should also have some advanced study in one or more of the social sciences or history relevant to the curricular areas in which they plan to teach. This should require intensive studies in the literature of the field and the ability to do independent research.

Secondary Teachers. Beyond the basic introduction to all of the social sciences, the prospective secondary social studies teacher should have a close acquaintance with two social sciences including specialization with research experience in one. The insistent demands for urban studies, ethnic studies, area studies, and studies in social conflict require their inclusion in the program of preparation for social studies teachers.

Both elementary and secondary social studies teachers should have at least an introduction to the subject matters and modes of inquiry of one or more disciplines from each of the three general categories of social science: the synoptic (history and geography); the systematic (economics and political science); and the holistic (anthropology, sociology, and social psychology).

3. Professional Education

Studies in the professional sequence should introduce the prospective teacher to the theory and practice of modern social studies education.

Course work should include emphases on educational psychology and learning theory, teaching strategies, the use of various instructional media and other resources, testing and evaluation, and student teaching and/or internship. The prospective teacher should also develop competencies in creating a democratic classroom atmosphere, in communication skills, and in skills in interpersonal relationships.

A laboratory course in teaching methods should form the bridge between theory and practice. The prospective teacher should enter the classroom almost at once.

Professional course work should involve field experience as well as work experience, including participation in community service organizations, in recreational activities or tutoring, or in similar employment.

Broad knowledge through course work or experience which makes the individual sensitive to the problems of living in a pluralistic society, aware of the manifestations of racism in education, and informed as to approaches for minimizing or eliminating these conditions should be included.

The second major phase of professional preparation should consist of a year or more of paid teaching experience, comparable to a medical residency. The new teacher should have regular teaching responsibilities under the tutelage of experienced social studies teachers, the department chairman, and, if possible, a social studies supervisor.

Selection and Placement of Staff

1. Pre-Service Education

The Utah State Office of Education will not approve any institution for teacher education unless it can adequately staff the necessary courses and programs for both academic and professional instruction. College supervisors of social studies teachers and public school and State Department of Education supervisory personnel should be subject matter specialists rather than generalists. They should also be experts in the teaching of the social studies. A full-time load of the college supervisor would normally be no more than 15 student teachers. The cooperating teacher should be a master teacher.

2. Screening Candidates for Social Studies Teaching

College students who are preparing to be social studies teachers should be expected to meet various quality standards. The goals of this program should be clearly adequate general intelligence, strong record in any sequences which will be used in later teaching fields, desirable personality characteristics, absence of defects fatal to good teaching, and strong professional competencies, as demonstrated in early field experiences.

Generally, students would be admitted to the teacher education program at the beginning of the junior year. At this point, candidates should have above-average academic achievement and meet acceptable levels of competency in reading, writing, speaking, and listening skills.

The second screening would occur at the time of admission to student teaching. At this point, students should maintain all previous standards and should have at least a 2.50 cumulative grade average with 3.00 in their teaching fields and in the professional sequence.

The third screening would come at the conclusion of student teaching and, if successful, the candidates would be recommended for graduation and certification. The student teaching experience should represent a gradual induction into classroom responsibility and ultimately the assumption of a full day's teaching load. Student teachers should be assigned to qualified cooperating teachers in the area of social studies

for which they are prepared. Evaluation would involve the university supervisor, the cooperating teacher, and the student teacher. Before graduation, students would be expected to meet all standards with careful staff scrutiny of the student's physical, psychological, and other personal-professional characteristics.

3. Recruitment and Assignment of Teachers

a. Employment of the Teacher

No teachers should be employed or permitted to teach social studies at the secondary level or departmentalized elementary level unless they have completed a social science degree program leading to certification. Elementary teachers with multifield responsibilities should have an interdisciplinary social science background.

People employed to teach social studies should be primarily interested in and dedicated to the teaching of the social studies. This dedication can be determined by ascertaining the individual's ultimate professional goals. No one teaching any social studies class should be employed just to accommodate the special needs of other departments or facets of the school program.

b. Teacher Assignment

The teacher should be prepared for the level assigned. The level of the teacher's assignment should be changed only after appropriate preparation.

The teacher should teach only in the area or areas for which the teacher was prepared. The teacher's assignments should reflect the field of the teacher's greatest competency.

Teachers should be encouraged to participate in the development and improvement of courses in their own particular areas of preparation and assignment rather than to be expected to teach existing courses outside their areas of interest and preparation.

Teachers should not be assigned responsibilities (administrative, curricular, cocurricular, or extracurricular) that interfere with their effectiveness as social studies teachers.

Guiding and Directing the Learning Process

The social studies teacher, as a facilitator of learning, exhibits behavior harmonious with the nature of the learning process, the nature of social studies as revealed in recent trends, and contemporary social realities.

1. Relationships with Students

The teacher equally values each and every student as worthy human beings regardless of race, sex, religion, ethnic origin, socioeconomic level, or level of achievement.

Teachers should make every effort to understand each of their students and their strengths, weaknesses, and problems.

Teachers should heed the solicited and unsolicited views and comments of their students and their relationships with them, and consider such views in their self-improvement efforts.

The teacher analyzes student behavior--especially hostile behavior--on the basis of its causes.

The teacher recognizes that children are capable of learning by themselves as well as from each other and acts as a director of learning experiences, rather than as an authoritarian source of knowledge.

2. The Teacher as Planner

The teacher develops significantly relevant objectives cooperatively with the students. Initiatory activities are planned which will help the students become aware of the basic problem, clarify the issues, and motivate them toward achievement of the objectives.

In order to plan meaningful learning experiences the teacher is aware of the basic contemporary social issues at the local, regional, national, and international levels.

The teacher understands the subject matter involved in terms of its basic concepts, generalizations, and unresolved questions.

The teacher knows the background of the students and utilizes knowledge of their previous experiences to make the teaching-learning relevant to them and to their social environment.

The teacher knows the investigative methods of the social sciences and utilizes them as guides in planning investigation-oriented learning experiences at the student's levels.

The teacher is cognizant of individual differences and plans a variety of learning activities in order to reach all students.

A unit is a series of learning experiences related to a central unifying problem or topic and drawing upon a specific body of content. There are many unit outlines and procedures. Perhaps no one type of unit is the best. The way a unit is taught is more important than the construction or organization of the unit. The following suggestions for a unit are an example of one type. The plan considered here suggests the steps which need to be included in a teaching unit.

a. Unit Title

The title should suggest the scope of the unit. It may appear as a problem or question, or as a statement, e.g., Why Did The Colonist Revolt Against Great Britain? The Government Provides Services to Citizens.

b. Purposes

The major purposes to be accomplished are stated in terms of objectives and skills to be developed. It is essential that these purposes be understood and accepted by the students. This mutual understanding will come from cooperative teacher-student planning. A listing of central understandings and attitudes should also be carefully thought out.

c. Motivation

The motivation to be used in committing the students to the unit is planned and incorporated into the unit. It can be accomplished through the student himself, the student's peers, the student's family, the student's teacher, other people, situations, or interests of the student, or a combination of all of them.

d. Pre-Assessment

Pre-assessment techniques are worked out for determining which objectives a student does or does not exemplify. These assessment techniques may be tests, observations, performance, devices, other suitable means, or a combination of several.

e. Learning Activities

Learning activities, preferably several alternative ones, are provided whereby students can achieve each objective. Each activity should include three phases:

(1) Researching, which is the collection of data by:
   (a) Direct sensory contact.
   (b) Interaction with people and things.
   (c) Utilization of all kinds of media appropriate to the purpose and maturity of the student.
   (d) Observing, collecting, recording.

(2) Processing, which is putting the collected data into a useable form. It includes:
   (a) Remembering previously learned material.
   (b) Comprehending the meaning of the learned material.
   (c) Applying or utilizing the learned materials in new and concrete situations.
   (d) Analyzing the learned material so that its organizational structure may be understood.
   (e) Synthesizing the learned material to form or create a new whole.
   (f) Evaluation of the learned materials for a given purpose.
   (g) Receiving particular phenomena.
   (h) Responding or reacting to phenomena.
   (i) Valuing and making commitments.
   (J) Organizing or building an internally consistent value system.
   (k) Characterizing their values by developing, adjusting, internalizing, and living by their own value system.

(3) Demonstrating which is the process by which a student shares his research with others, which consists of the students':

(a) Verbalizing in talks, panel discussions, debates, symposiums, and other presentations to individuals or groups.
(b) Writing of reports, minutes, essays, stories, etc.
(c) Practice of changed behavior or acquisition of new behavior patterns.
(d) Visualization of their achievements of the objective by photography, illustration, or construction.
(e) Dramatizing by role playing, pantomime, skit, etc.
(f) Evaluation, as with pre-assessment, must be made in terms of the objectives. Teachers and students ask:

(1) Have we done what we said we would do?
(2) How well have we done what we said we would do?
(3) What should we do now?

Appropriate techniques are: standardized and teacher-made tests, self-appraisal, teacher and student observation, and peer and parental observation.

3. The Teacher in the Classroom

The teacher maintains an open and questioning atmosphere in the classroom in which students are free to develop a questioning attitude and are guided to learn in a variety of ways. Teaching strategies and materials would be varied rather than following a routine pattern.

The teacher is skilled in the use of various questioning techniques and is capable of leading the students in discussions involving higher levels of thinking, including analyzing, synthesizing, hypothesizing, testing of hypotheses, inferring, and evaluating.

The teacher utilizes the local environment, the experience of the class, and a variety of other resources in motivating and directing the students in understanding various social situations and phenomena.

The teacher recognizes that academic freedom and responsibility to demonstrate a high commitment to the students' right to deal with controversial issues, including the establishment of criteria for choosing between alternative values in an intellectually honest way, are both necessary and important.

The teacher maintains an atmosphere of intellectual integrity by allowing and encouraging the consideration of all possible points of view in treating various topics and issues.

Teachers should not impose their views on the students, but by teaching and allowing them to be critical of all sources of information, they may state their own conclusions when appropriate.

The teacher considers the process of rational decision making to be the basic method of learning for the social studies and encourages students to apply it to contemporary issues.

The teacher views pupil progress and achievement in terms of understandings (concepts and generalizations), intellectual skills, and affective behavior. Evaluation is regarded as a continuous process and the teacher devises a variety of instruments making use of formal and informal techniques, including self-evaluation, in order to assess student growth.

4. The Teacher in the School Community

The teacher understands the community in which the students live and makes every effort to see that the school serves the interests of the community and the larger society.

The teacher heeds the solicited and unsolicited views and comments of those in the school community relative to teaching and the teacher's relations with them. These judgments are considered in the teacher's self-improvement efforts.

Teachers should exercise their political rights and participate in the political process as a voter, party worker, or candidate as they wish.

Basic Conditions for Teaching and Learning

Teachers, however competent they may be, cannot function to the best of their capabilities unless certain basic conditions of employment are secured. It is imperative that the proper educational climate be created and maintained for the teaching-learning experience to be effective.

1. Academic Freedom

The school administration should recognize the right and responsibility of social studies teachers to deal with controversial issues in a way which presents all possible points of view.

The school administration should publish guidelines and a clear policy statement regarding the right and responsibility of social studies teachers to deal with controversy. The school administration should make every effort to enlighten the public and various governmental agencies and bodies about the importance of this policy and resist any pressure to suppress academic freedom. A policy statement on controversial issues is included in the appendix of this course of study.

When a teacher's academic freedom is jeopardized, the administration should ask the teacher's organizations to help investigate and should consider their judgment in shaping further action to protect academic freedom rather than the narrow interests of pressure groups.

The teacher should teach in a school situation which encourages students to learn in the community and society at large, outside as well as inside the school building.

2. The Teacher's Class Load and Class Size

In schools teaching a seven period schedule, the secondary social studies teacher should teach no more than six periods per day in a school which is organized in the traditional 40-50 minute periods. In schools teaching a six period schedule, the teacher should teach no more than five periods per day.

Secondary teachers should be given one period for preparation and one duty-free lunch period per day regardless of their teaching level. In schools in which team teaching is used, all teachers in a particular team should be given the same period for preparation. Elementary teachers should be given a half-day of preparation per week and one duty free lunch period per day regardless of their teaching level.

The secondary teacher's program should consist of no more than two basic preparations. The assignment of a course requiring an additional preparation is possible only on a voluntary basis.

The teacher should be responsible for no more than 25 students in schools that are traditionally graded and organized in self-contained classrooms.

The secondary teacher should be responsible for no more than 125 students per day when teaching five periods and 150 when teaching six periods, exclusive of homeroom assignments in schools in which teachers have different groups and classes of students.

3. The Teacher's Related Duties

The teacher should be assigned no more than one extracurricular activity at a time during the school year.

The teacher should be relieved of many related routine duties by para-professionals and/or student assistants.

The teacher should be given assistance in the preparation of audiovisual aids and in the procurement and maintenance of audiovisual equipment.

4. The Teacher's Instructional Environment

The teachers should be provided with a specially equipped social studies laboratory for their classes.

A social studies staff workroom equipped with desks, typewriters, duplicating equipment, and a professional library should be provided.

A staffed resource center in which students can engage in independent study should be available.

Social Studies teachers should be consulted in the design of new school buildings to insure facilities necessary for an effective social studies program.

5. Scheduling

A Multitude of Factors Determine Scheduling Practices

The following suggestions are intended to apply to a variety of learning situations and refer to time during the regular school day, for elementary grades and full or half time courses at the junior high/middle and high school levels.

a. Each child in the elementary grades should be involved in social studies instruction between 25 to 45 minutes per day.
b. Each student at the junior high/middle school should be involved in social studies instruction in full-year equivalent courses at each grade level.
c. Each student at the high school level should be involved in social studies instruction for a minimum of three full years (one year of U.S. History and one year of student's choice required, with an additional year's experience with one or a combination of elective courses offered).

The Teacher as a Professional Person

As professional people, social studies teachers have an obligation to fulfill responsibilities which result in strengthening their profession. They should exhibit a commitment toward self-improvement both in professional and civic matters. They should belong to organized professional groups and actively work for the improvement of the teaching and learning of social studies.

1. The Teacher's Self-Improvement

Teachers should continue their formal education through course work in the areas of their concern and by keeping abreast of current related literature.

A fifth year of study, ordinarily completed within the first five years of teaching, is essential. Graduate programs should be planned that relate to the subject areas being taught, and appropriate work in professional education or other cognate areas should be designed to improve instruction, such as reading, instructional materials, and modern educational technology.

Teachers should voluntarily participate in special inservice programs and should attend or organize professional meetings that assess and seek improvement of the teaching and learning of the social studies and the school program as a whole.

Teachers should utilize every opportunity to improve themselves professionally, through participation in volunteer organizations and through temporary service or employment in industries and agencies that meet social needs.

Teachers have the right to expect support and encouragement from their district and school administration in their professional growth efforts. This should be in ways such as funded inservice programs, well-supplied professional libraries, paid leaves and travel expenses for professional meetings and workshops, reimbursement for educational costs, and sabbatical leaves for long-term professional growth activities.

Teachers must continuously examine their views and beliefs and their social behavior in order to reflect and act on the need to eliminate possible inconsistencies.

Teachers have a responsibility to refuse assignments and employment both in and out of school that are detrimental to their teaching performance and to their self-improvement.

Teachers have a responsibility to act in ways which demonstrate their commitment to the elimination of discriminatory practices.

2. The Teacher and the Organized Profession

Teachers of both elementary and secondary social studies should join and participate in the activities of the local, state, and national councils for the social studies as well as in other appropriate professional organizations and learned societies.

As a member of local, regional, and state social studies teachers organizations, the teacher should encourage those organizations to act in the following ways:

Bring about the necessary basic conditions for teaching and learning social studies.

Access and revise existing local social studies curricula and programs.

Initiate, execute, and evaluate social studies experimental programs at the local level.

Discuss and evaluate research findings and new developments in social studies education.

Evaluate and recommend commercially produced instructional social studies materials.

Recommend and supervise the production of materials at the local level to supplement or replace inadequate commercially produced instructional materials.

Educate the public in new social studies programs.

The teacher should belong to and participate in the National Council for the Social Studies and evaluate its actions which include:

Inspiration and support to the local organizations as they seek to carry out their professional responsibilities.

Evaluation of new developments in the social studies and assistance in the dissemination of these developments.

Stimulation of research in social studies education and the dissemination of research findings.

Encouragement of publishers and manufacturers of instructional aids to produce materials that deal critically with social issues and that are consistent with new developments in the social studies.

Secondary social studies teachers or elementary school teachers having a social science major should also belong to a learned society in the discipline of their specialization.

Teachers should have the right to engage in responsible social actions to gain and safeguard the basic civil and professional rights of teachers and students.[2]

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[2]Adapted From Standards For Social Studies Teachers. Position statement of the National Council for the Social Studies, 1971

APPENDIX

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SOCIAL ROLES

As vital as the cognitive knowledge concepts to be developed in planned learning activities is the development of social roles on the part of the learner. As much care, or more, should be spent in planning ways in which students will gain new social competencies in a learning activity as is spent in selecting the new conceptual insights we hope they will achieve.

These social roles may be classified as follows: (see the accompanying charts).

Interpersonal Relationships--those relationships with others in which a person evidences varying degrees of personal warmth, consideration for others, and concern for self.

Individual Worth--those personal attributes and behaviors by which individuals mirror their self-confidence, their values and convictions, and their personal images.

Leadership--those activities in which the individual exemplifies the capabilities necessary for leading and giving purposeful direction to the activities of others.

Followership--those life and school opportunities in which individuals reflect their devotion to group ideals, support of rules and law, loyalty to leaders and the welfare of the total group. [3]

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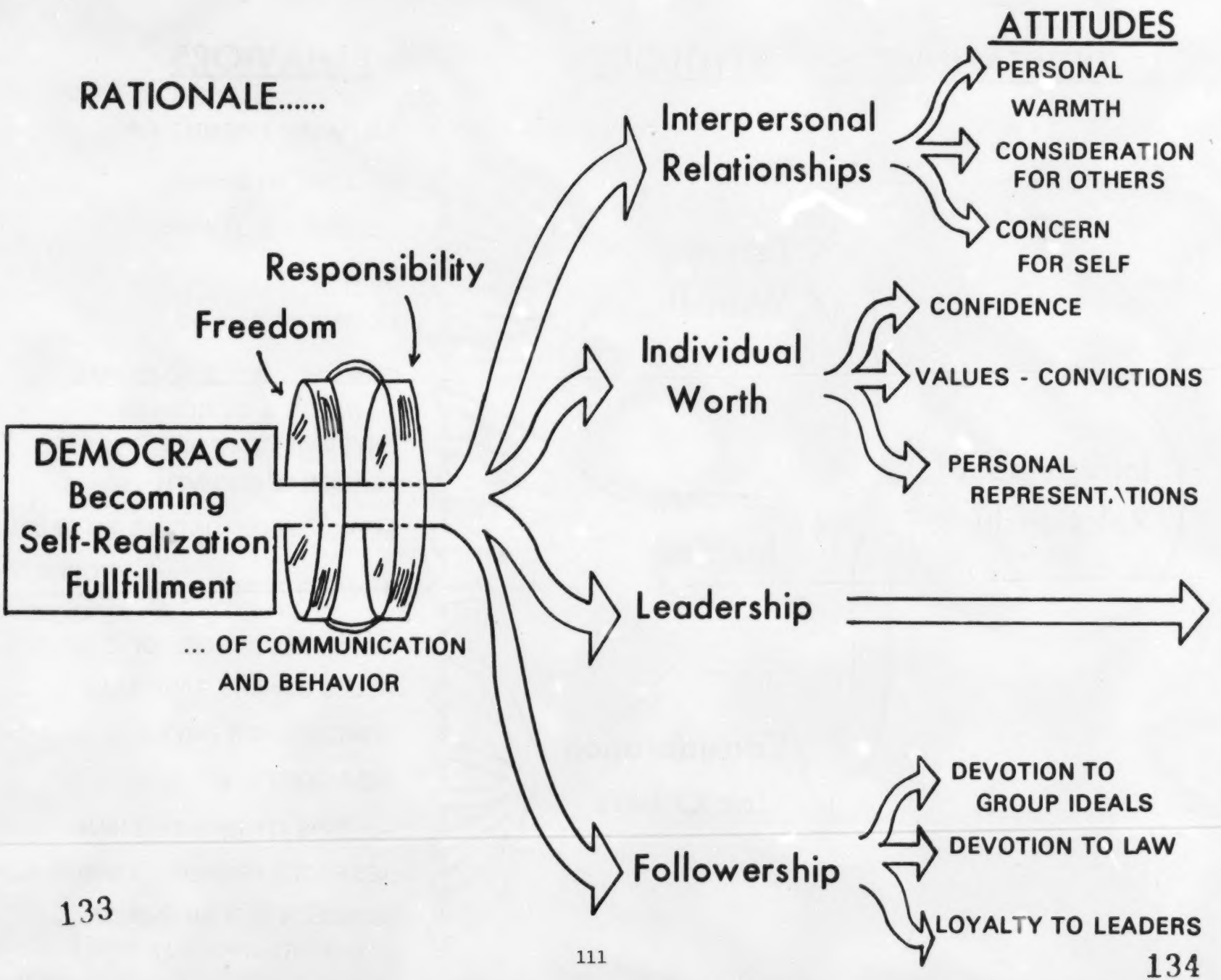
[3] Developed by Morris Rowley, Utah State Office of Education, 1971.


RATIONALE.....
ATTITUDES
Interpersonal Relationships
PERSONAL WARMTH
CONSIDERATION FOR OTHERS
CONCERN FOR SELF
Responsibility
Freedom
DEMOCRACY
Becoming
Self-Realization
Fullfillment
... OF COMMUNICATION AND BEHAVIOR
Individual Worth
CONFIDENCE
VALUES - CONVICTIONS
PERSONAL REPRESENTATIONS
Leadership
Followership
DEVOTION TO GROUP IDEALS
DEVOTION TO LAW
LOYALTY TO LEADERS

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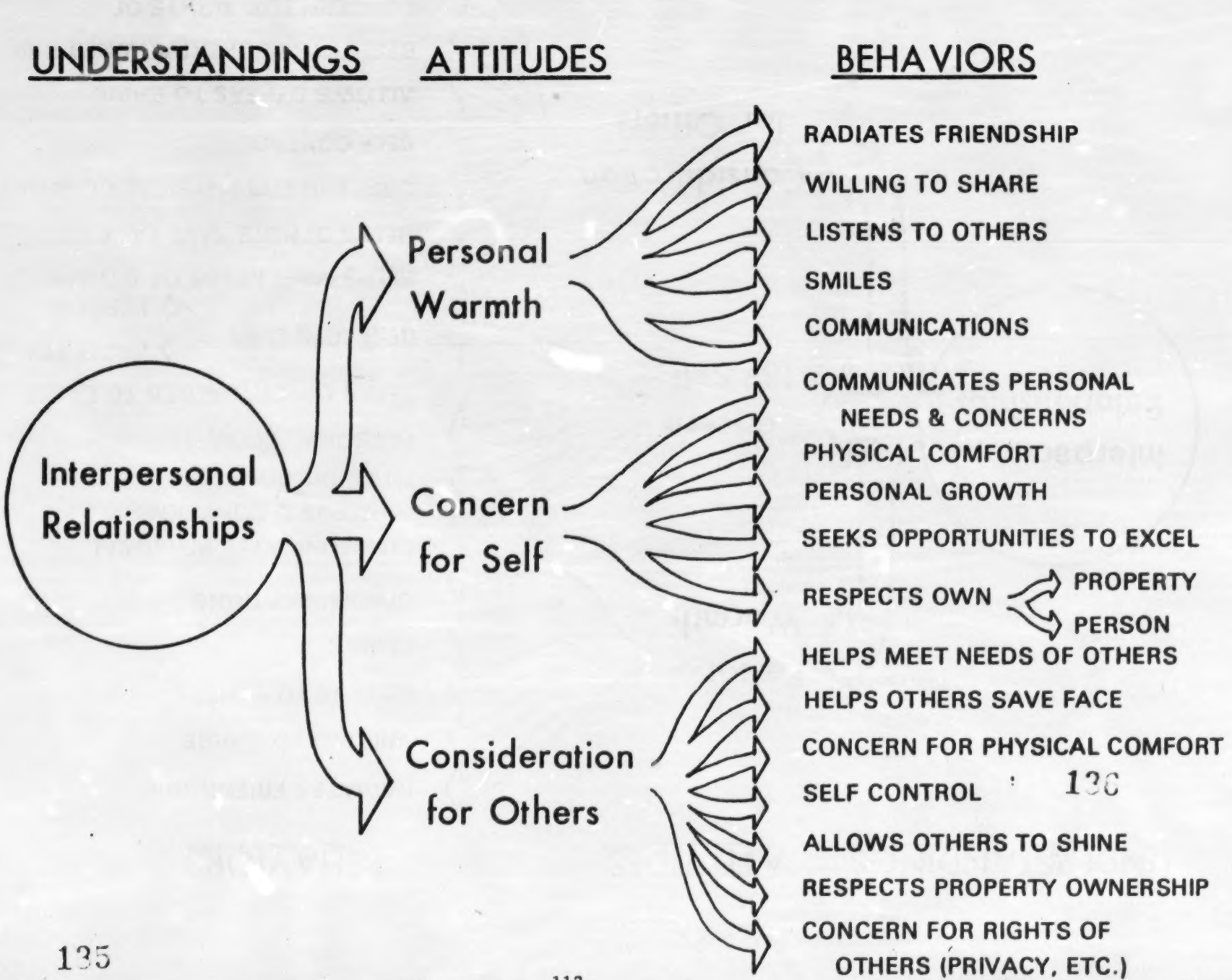
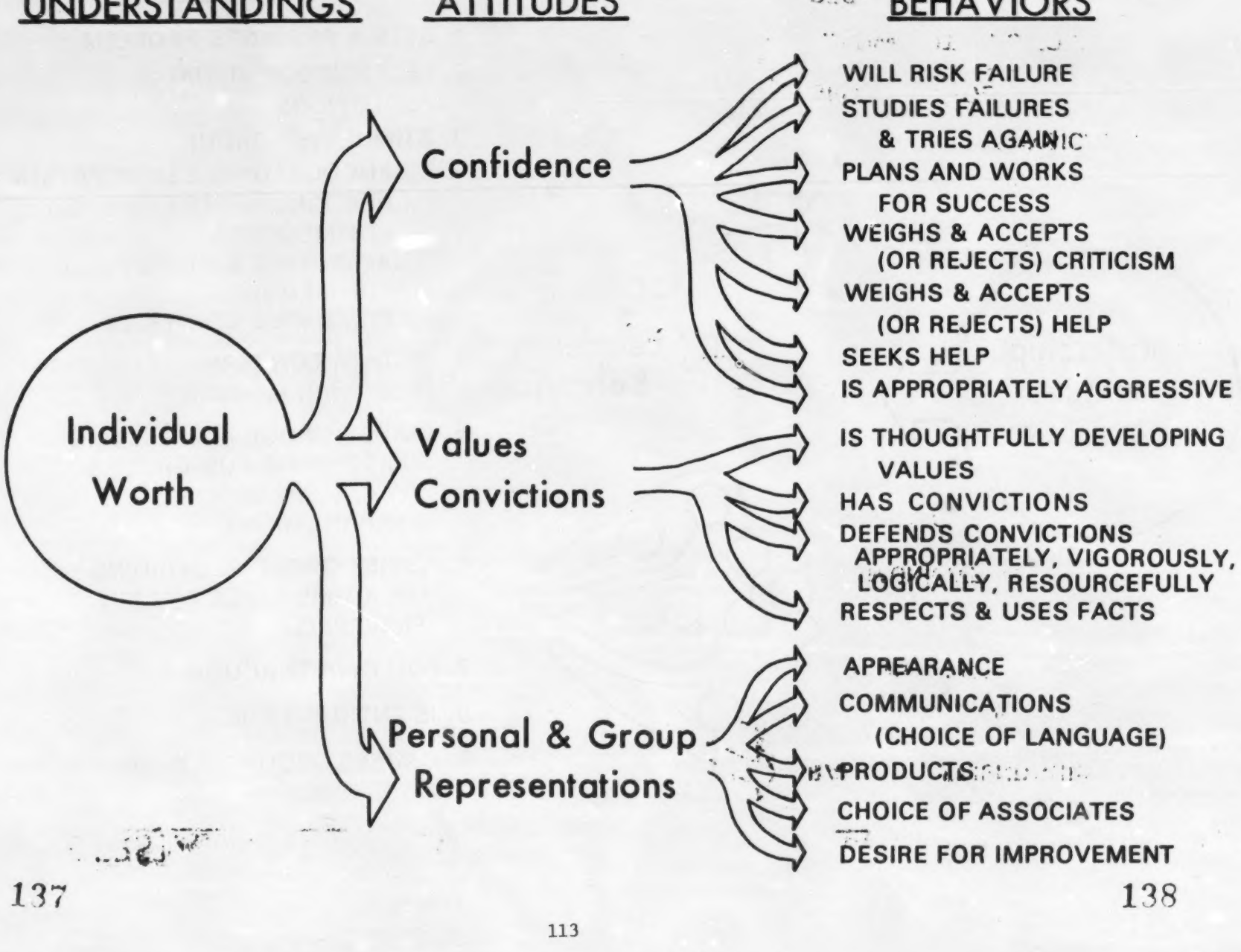

UNDERSTANDINGS
ATTITUDES
BEHAVIORS
Interpersonal Relationships
Personal Warmth
Concern for Self
Consideration for Others
RADIATES FRIENDSHIP
WILLING TO SHARE
LISTENS TO OTHERS
SMILES
COMMUNICATIONS
COMMUNICATES PERSONAL NEEDS & CONCERNS
PHYSICAL COMFORT
PERSONAL GROWTH
SEEKS OPPORTUNITIES TO EXCEL
RESPECTS OWN
PROPERTY
PERSON
HELPS MEET NEEDS OF OTHERS
HELPS OTHERS SAVE FACE
CONCERN FOR PHYSICAL COMFORT
SELF CONTROL
ALLOWS OTHERS TO SHINE
RESPECTS PROPERTY OWNERSHIP
CONCERN FOR RIGHTS OF OTHERS (PRIVACY, ETC.)


UNDERSTANDINGS
ATTITUDES
BEHAVIORS
Individual Worth
Confidence
Values Convictions
Personal & Group Representations
WILL RISK FAILURE
STUDIES FAILURES & TRIES AGAIN
PLANS AND WORKS FOR SUCCESS
WEIGHS & ACCEPTS (OR REJECTS) CRITICISM
WEIGHS & ACCEPTS (OR REJECTS) HELP
SEEKS HELP
IS APPROPRIATELY AGGRESSIVE
IS THOUGHTFULLY DEVELOPING VALUES
HAS CONVICTIONS
DEFENDS CONVICTIONS APPROPRIATELY, VIGOROUSLY, LOGICALLY, RESOURCEFULLY
RESPECTS & USES FACTS
APPEARANCE
COMMUNICATIONS (CHOICE OF LANGUAGE)
PRODUCTS
CHOICE OF ASSOCIATES
DESIRE FOR IMPROVEMENT

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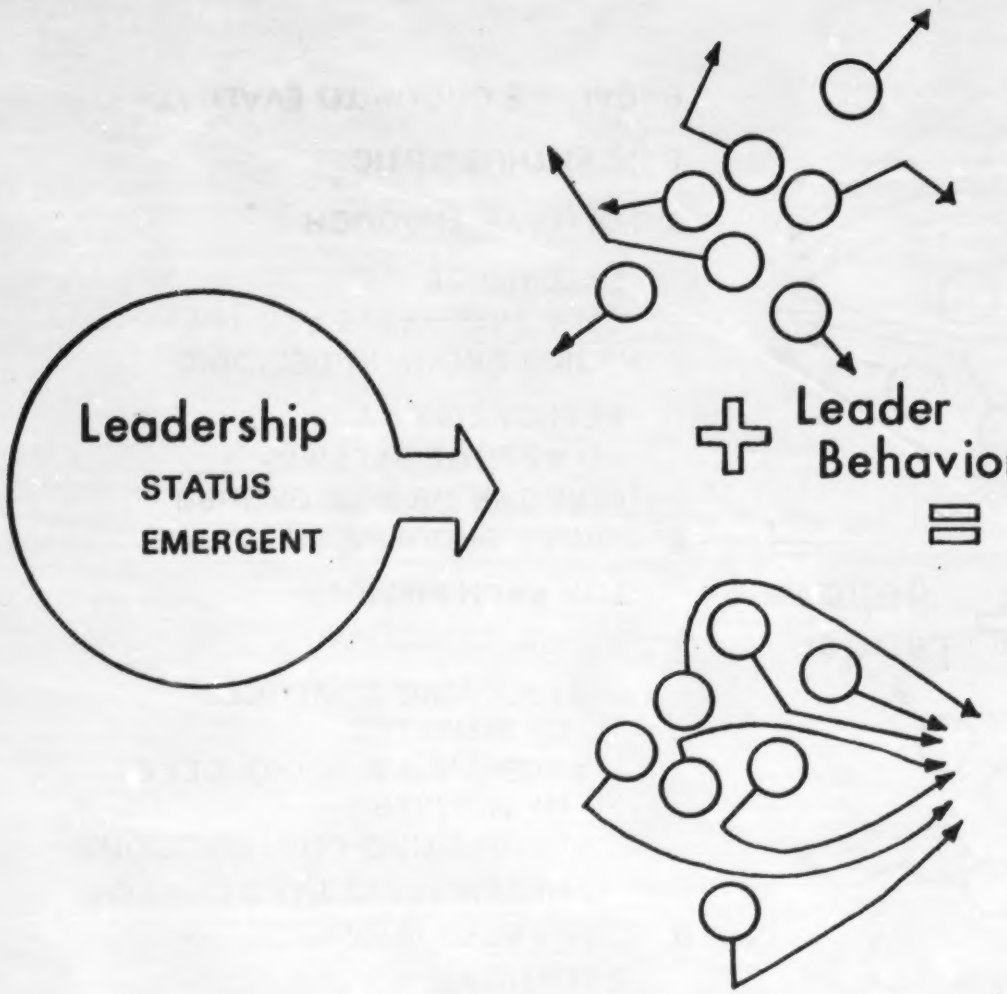
UNDERSTANDINGS ATTITUDES



BEHAVIORS

1. SEES & PRESENTS PROBLEM
2. HELPS GROUP VISUALIZE SOLUTIONS
3. STIMULATES GROUP ...
   - ...ENCOURAGING PARTICIPATION
   - ...RECOGNIZING CONTRIBUTIONS OF MEMBERS
   - ...ACCEPTING & USING IDEAS OF MEMBERS
   - ...RESOLVING CONFLICTS
4. SHOWS CONCERN FOR EACH MEMBER
5. GUIDES GROUP IN SELECTING PERSONS OR SUB-GROUPS TO ASSUME SPECIFIC RESPONSIBILITY
6. ASSIST GROUP IN DECIDING ON A TIME TABLE FOR THE ENTERPRISE
7. FOLLOWS THROUGH
8. IS ENTHUSIASTIC
9. CAUSES GROUP TO EVALUATE

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UNDERSTANDINGS
ATTITUDES
BEHAVIORS
Followership
Commitment to Group Goals
Commitment to Leadership
Commitment to Law (Rules)
CARRIES OUT ASSIGNMENTS
CONTRIBUTES IDEAS
DEFENDS AND SUPPORTS GROUP PURPOSES
HELPS CORRECT ERRORS -- MADE BY THE GROUP
FOLLOWS THROUGH
REPORTS PROGRESS
HELPS IN DEALINGS W/ BLOCKERS
FOLLOWS INSTRUCTIONS
DIFFERS RESPECTFULLY
DEFENDS INTEGRITY OF LEADERS
WEIGHS ADVICE
CRITICIZES CONSTRUCTIVELY
ACCEPTS AND FOLLOWS RULES
MAKES SUGGESTIONS FOR IMPROVEMENT
DEFENDS STANDARDS
USES CHANNELS TO GET RULES CHANGED

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POLICY ON CONTROVERSIAL ISSUES

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

Social studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

All students should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in their lives, is vital to the continuation of our society, and is appropriate to their maturity levels.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in their vital role, teachers need not be neutral, but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wise decisions relative to such issues.

Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.[4]

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[4] Focus on Man. Utah State Social Studies Course of Study, 1971.